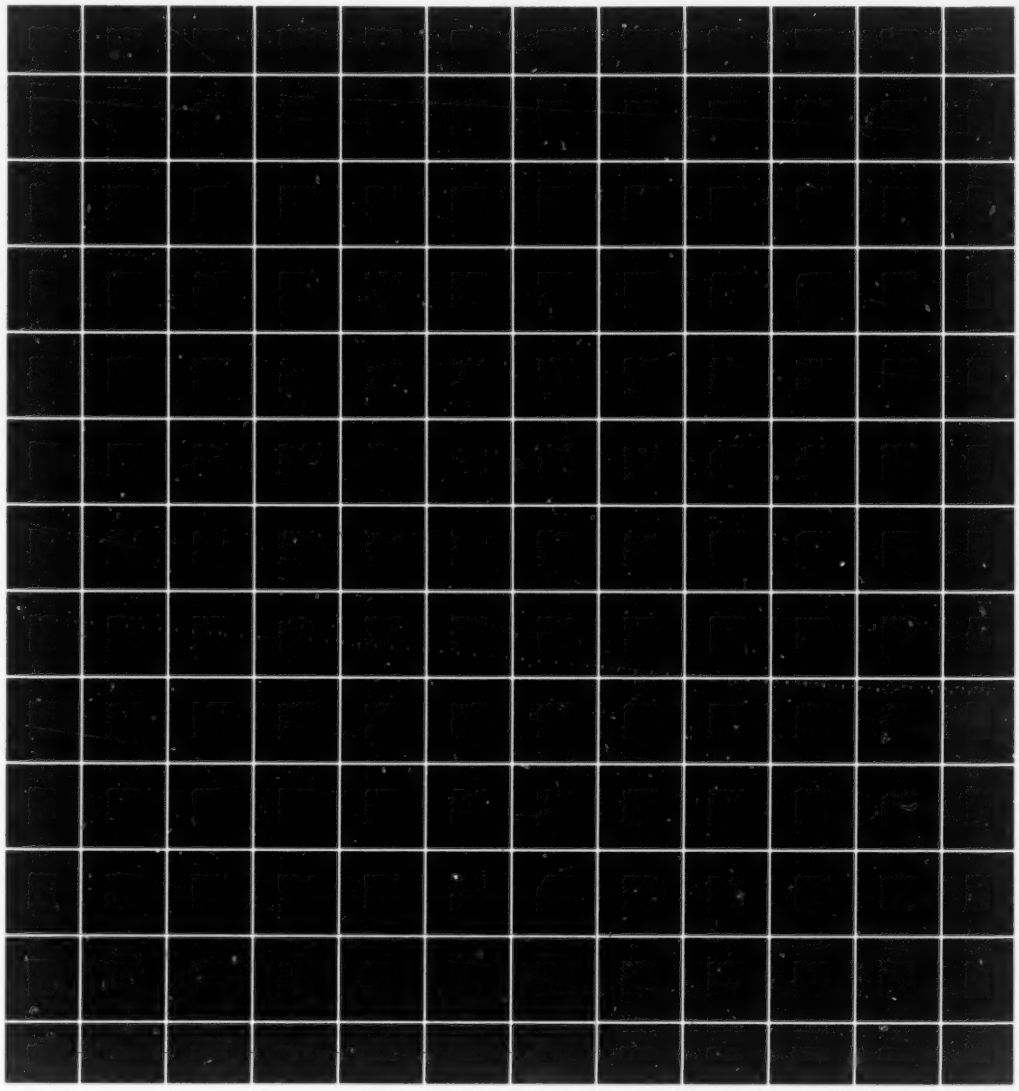


1983-84 ANNUAL REPORT

Oklahoma State Department of Education

John M. Folks, State Superintendent

Volume 3 —
A Narrative Report

Oklahoma State Department of Education

2500 North Lincoln Boulevard • Oklahoma City, Oklahoma 73105-4599

JOHN M. FOLKS
Superintendent
LLOYD GRAHAM
Deputy Superintendent

The Honorable George Nigh
Governor of Oklahoma
Members of the Oklahoma Legislature

Critical issues and serious problems are facing all of us who are concerned with education. In addition to the need for responding to the call for excellence and equality in education, which has always been the underlying theme in Oklahoma's public schools, educators and lawmakers are faced with the problem of decreasing revenue.

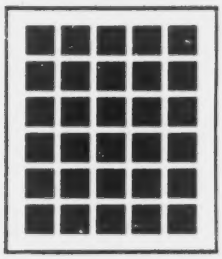
The people of Oklahoma are asking for greater accountability from those responsible for the education of their children. Oklahoma's educational leaders, through the State Board of Education, are proposing and implementing programs responding to those needs. Tighter attendance policies have been adopted. Stronger and higher standards for admission to our colleges and universities have been adopted. Other policies are in the formative state and will be acted upon by the State Board of Education at the appropriate time.

We must seize the opportunity, despite pessimistic revenue projections, to continue the quality of education we now have. Salary increases and additional operational funds would go a long way in boosting the morale of our highly qualified teachers and administrators.

Respectfully submitted,

John M. Folks

John M. Folks
State Superintendent of Public Instruction



School Year 1983-84

INFORMATION ON EDUCATION

Oklahoma State Department of Education

John M. Folks, State Superintendent

I **SCHOLASTIC POPULATION:**

1-12 School Entries	568,467
Kindergarten entries	49,417
Total average daily attendance	553,236
Total average daily membership	585,962
Average daily haul (transported)	295,695

II **HIGH SCHOOL GRADUATES:**

Boys	18,069
Girls	17,185
Total	35,254

III **EXCEPTIONAL CHILDREN:**

Students	66,086

IV **SCHOOL DISTRICTS:**

Independent school districts	457
Dependent school districts	158
Total	615

SCHOOLS:

Senior high schools	408
Junior-senior high schools	87
Junior high schools	170
Middle schools	106
Dependent elementary schools	159
Elementary schools in high school districts	946
Vocational-technical schools	36
Total schools	1912

North Central schools:

Elementary	44
Junior High-Mid	18
High School	175
Independent college preparatory school	1
Adult vocational schools	18
Candidacy Status (all levels)	9
Total	265

V **PROFESSIONAL EDUCATION STAFF:**

Teachers with bachelor's degree	21,852
Teachers with master's degree	17,561
Professional diploma	50
Doctor's degree	309
Non-degree — T & I instructors & nurses	177
Total	39,949

Number of full-time equivalency professionals:

Superintendent	458
Assistant superintendent	110
Administrative assistant	125
Elementary non-teaching principal	665
Middle school non-teaching principal	100
Junior high non-teaching principal	114
High school non-teaching principal	297
Asst. elementary non-teaching principal	34
Asst. middle school non-teaching principal	46
Asst. junior high non-teaching principal	73
Asst. senior high non-teaching principal	170
Elementary teaching principal	361
Middle school teaching principal	13
Junior high teaching principal	45
High school teaching principal	189
Asst. elementary teaching principal	50
Asst. middle school teaching principal	11
Asst. junior high teaching principal	14
Asst. senior high teaching principal	38
Kindergarten teacher	1074
Elementary teacher	14,583
Middle school teacher	2,499
Junior high teacher	3,262
High school teacher	8,337
Pre-kindergarten teacher	39
High school vocational agriculture teacher	470
High school vocational home economics teacher	368
High school other vocational teacher	393
Supervisor or consultant	358
Counselor	1,088
Librarian	651
Nurse	179
Census and attendance supervisor	9
Television teacher	3
Psychologist	39
Visiting teacher	19
Special education teacher	3,493

VI **1983-84 AVERAGE SALARY***

Professional staff	$20,658
Average teacher salary	$19,700

*Fringe benefits included

VII **NUMBER OF SUPPORT PERSONNEL** 24,892
(FTE 20,864)

VIII **SCHOOL LUNCH:**

In 1984 school year, federal funds allocated to the state through the Department of Agriculture were:

School lunch (all lunches)	$6,853,438
School lunch (free & reduced price)	25,877,105
School breakfast program	4,657,877
Special milk program	9,168
Child care food program	4,379,600
Summer food service program for children	362,962
Administrative	627,923
Nutrition education & training program	54,708
Total	$42,822,781

STATE APPROPRIATIONS FOR SCHOOL LUNCH $4,864,868

STATE MATCHING FUNDS $2,039,445

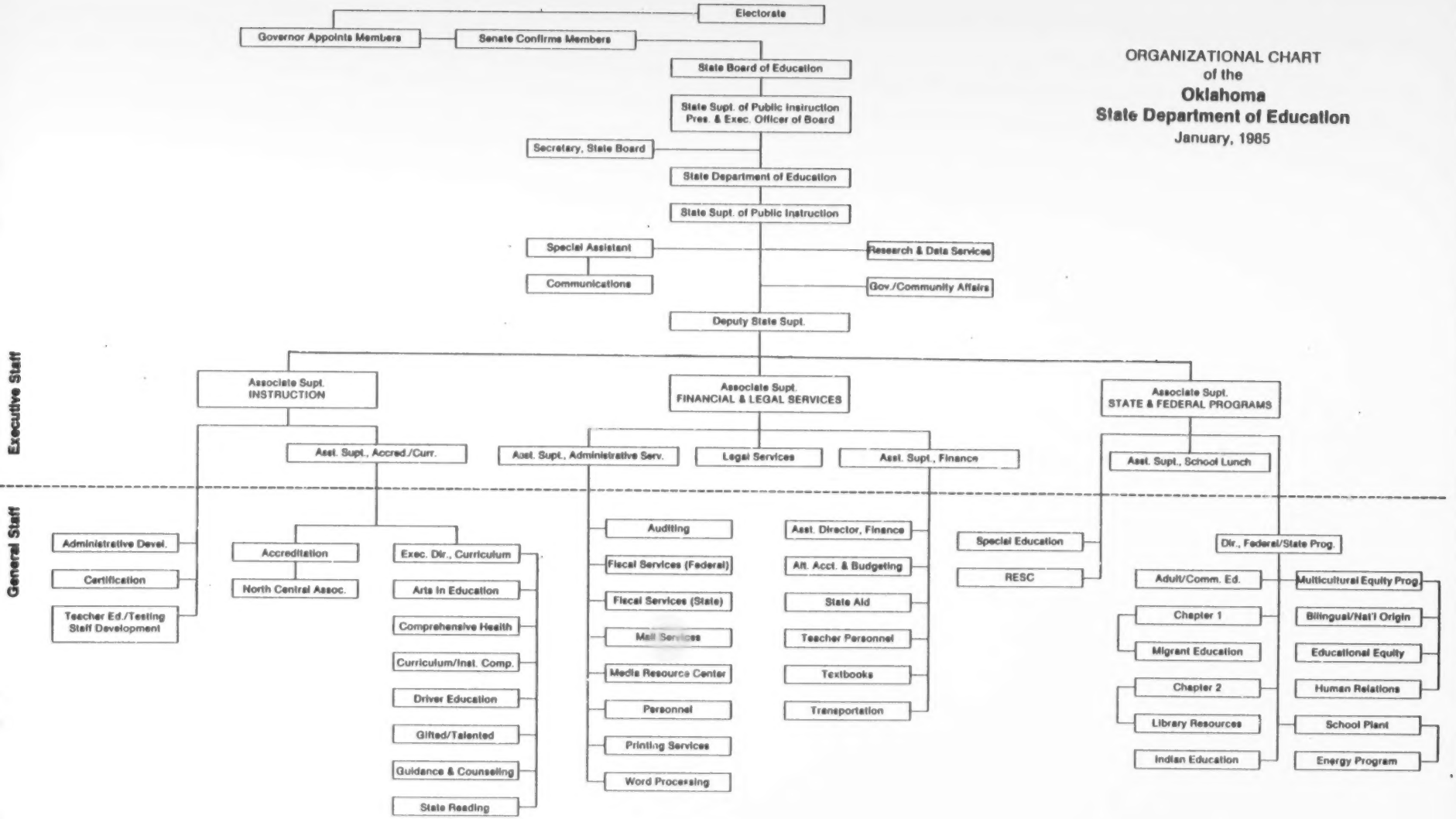
IX **TOTAL STATE REVENUE** $914,586,135

X **TOTAL FEDERAL REVENUE** $118,287,894

XI **TOTAL LOCAL REVENUE** $550,787,676
(excluding bond fund & insurance receipts)

XII **GRAND TOTAL REVENUE** $1,583,661,706

ORGANIZATIONAL CHART
of the
Oklahoma
State Department of Education
January, 1985



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Bob Martin, Administrator

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Executive Services

State Board of Education

Burl Bartlett ..... Tulsa
E. L. Collins ..... Idabel
Barbara Johnson ..... Owasso
Seay Sanders ..... Midwest City
Jimmy V. Scales ..... Edmond
Dr. C. B. Wright ..... Stroud
Winona Wettengel ... Chief Executive Secretary

Organization and Composition

The State Board of Education is that agency in the State Department of Education which is the governing Board of the State Department of Education and the public school system of the state. These members also serve on the State Board of Vocational and Technical Education.

This Board consists of seven members. The state superintendent of public instruction, who is elected for a four-year term by the people, serves as a voting member and president of the Board. The remaining six members are appointed by the governor and confirmed by the senate and serve staggered, overlapping six-year terms. A term expires each year on April 1. Each member receives as compensation the sum of $25 per day and necessary travel expenses while in the performance of his duties.

The State Board of Education meets in regular session once each month. Special meetings may be called by the president or by a majority of the members of the Board. A quorum consists of four members. No business is transacted at any meeting unless a quorum is present and every action of said Board approved by a majority of the membership of said Board.

Powers and Duties

The control of the State Department of Education and the supervision of the public school system is vested in the State Board of Education and its duties are to:

1. Establish and prescribe the duties of its executive officer, one duty of which is to give advice and make recommendations on all notices pertaining to policies and administration of the State Department of Education and the public school system;
2. Adopt policies and rules for operation of the State Department of Education and public school systems;
3. Organize and control the administration and supervisory agencies, personnel, salaries and other necessary functions of the Board and its executive officer;
4. Coordinate the divisions of the Department; require recommendations to be presented through its executive officer and require the executive officer to be responsible for interpretation of Board policy;
5. Appoint, prescribe the duties and fix the compensation of a secretary and other necessary Board personnel to perform functions of the Board;
6. Submit to the governor a detailed departmental budget for each major item based on needs and proposed operation of the various functions of the Department;
7. Administer the State Aid Program and be responsible for problems relating thereto;
8. Supervise all other functions of general and special education including general control, free textbooks, school lunch, Indian education and all other functions of the Board and an amount sufficient to adequately staff and administer these services;
9. Submit to the governor and legislature a detailed annual report, as well as preparation for consolidating all the

functions of the Department so that the budget is based on two items: administration and aid to schools;

10. Provide for the formulation and adoption of curricula, courses of study, and other instructional aids necessary for the adequate instruction of pupils in the public schools;
11. Have authority on matters pertaining to standards and qualifications of school personnel;
12. Make rules for the classification, inspection, supervision, and accrediting of all public nurseries, kindergarten, elementary and secondary schools, and under certain conditions the accrediting of Headstart programs and private and parochial schools and schools in state reformatories;
13. Serve as the agency to receive, regulate and disburse federal funds;
14. Operate the School Lunch Act;
15. Accept and provide for the administration of any land, money, buildings, gifts, donation or other things of value which may be offered or bequeathed to the schools under the supervision or control of said Board;
16. Require necessary reports, records, and pupil and personnel accounting from public school districts;
17. Have authority to provide for the health and safety of school children and school personnel while under the jurisdiction of school authorities;
18. Provide for the supervision of pupil transportation equipment;
19. Administer the State Public Common School Building Equalization Fund established by Section 32 of Article X of the Oklahoma Constitution.
20. Have authority to administer a revolving fund which is hereby created in the state treasury, to be designated as the Statistical Services Revolving Fund, whereby the State Board of Education is authorized to enter into agreements with school districts, municipalities, the United States government, foundations and other agencies or individuals for services, programs or research projects. The fund shall be administered in accordance with the Revolving Fund Procedures Act.
21. Have authority to perform all duties necessary to the administration of the public school system of Oklahoma as specified in the Oklahoma School Code; and, in addition thereto, those duties not specifically mentioned herein if not delegated by law to any other agency or official.

Administrative Staff and Its Duties

The chief executive secretary serves as the clerk of the State Board of Education and the State Board of Vo-Tech Education. She is responsible for staff direction of three people; future planning; and serves as liaison between National Association of State Boards of Education and the two State Boards.

Specific duties of the office are to process tax-sheltered annuity contracts for the Department; monitor and report on Due Process Teacher Hearings; write, edit and update Board publications and reports; maintain a long-range agenda; index minutes; keep history of Board members; write and preserve Board minutes; prepare agendas and arrange Board meetings; publish and preserve all rules and regulations as required by law; sign and seal all legal documents of the Boards; establish written office procedures and assist Records/ Publication Clearinghouse coordinator in preservation and disposition of records.

Communications Section

Oklahoma, along with the rest of the world, has entered the Age of Information. Having done so, Oklahoma's educators have become acutely aware of the need to communicate, to receive information and to apply that information, that knowledge, in their efforts to maintain a high quality of education in the schools of the state.

The Communications and Information Section plays a vital role in that work.

This section provides a steady flow of useful information to classroom teachers through the columns of the *Oklahoma Educator*, published seven times during the school year. Its columns are filled with reports on workable and innovative programs used by teachers which, through these reports, are shared with teachers throughout the state.

Sufficient copies are printed each issue for every classroom teacher in Oklahoma and are mailed to every school building in the state.

School administrators are also kept well-informed through the twice-monthly publication, *Superintendent's Newsletter*. This publication keeps local school district superintendents, building principals and school board members up-to-date on changes in the law, attorney general's opinions, changes in policy and regulation, State Board of Education actions and any other developments which affect the administration of local and state school affairs.

In addition, the news media is kept advised of school news through the publication and distribution of news releases as needed. The news media is also assisted, when requests are made, in arranging interviews with State Education Department officials.

Hundreds of requests for information from the general public are also processed by the Communications and Information Section. Telephone calls are quickly channeled to the correct source in the belief that no one should be needlessly shunted from one office to another in the quest for answers.

This section also provides technical assistance, through typesetting, art and design work, for the preparation of curriculum guides, policy reports and other documents needed in the every-day business of providing education materials.

A computerized mailing list of 5,956 addresses is maintained in this office for labels printed in the Research and Data Center for use in all sections of the Department.

The Oklahoma Legislature, governor's office, budget office and local school district administrators are provided with an annual report, publication of which is coordinated by this office, and which provides the financial and statistical information needed in developing the annual budget for school operation.

As local school district administrators and classroom teachers have become more aware of the need for good, local school/community relations, this section also provides staff development training programs to help local educators sharpen their skills in the art of communicating. Staff of this section presented more than two dozen workshops to teachers, principals and superintendents during the past year.

In a time when the world is awash in a sea of information, the Communications and Information Section is playing a key role in helping Oklahoma educators focus on that information and knowledge which has the most direct bearing on the job of providing a quality education for Oklahoma's children.

Research & Data Services

Research and Data Services combined the Data Center and the Planning, Research, and Evaluation Section. It contributes to education through highly skilled personnel providing information used by the Department, the schools, the legislature, other educators, other elected officials and the public to improve Oklahoma education. The Data staff takes data from outside sources (mostly schools), enters it, updates on-line, processes it, reports it, and stores it.

Current reports include:

General: district names, addresses, schools, accreditation status, class sizes, teachers, subjects, hours taught, programs, students;

Financial: revenue, expenditures, state aid, textbook and other funds;

Personnel: non-teaching district employees, all past and present school teachers (certificate and license numbers, types, and printing), entry year teacher status, tests of potential teachers; and

Statistics: school plant facility inventories and energy evaluations, federal program evaluations, Indian education demographics, and transportation certificates, inspections, and accidents.

Last year, textbook allocations, ordering, and purchasing; fiscal service federal and state accounting systems; and school plant inventories and five-year projections of district building needs went on-line. Now, multiple terminals can simultaneously perform updating.

Thirteen districts composed of 38 secondary and 73 elementary schools had state computer time, file storage, technical assistance, and operator training and support. Services used were on-line student information, attendance, grade reporting, and scheduling.

The Legislature made microcomputer grants available to school districts and designated RDS to supervise the program. The RDS director is legislative liaison on elementary and secondary education demographics, statistics, and funding.

In-house services provided Communications Section mailing lists; Fiscal Service payroll, salary, and wage information; and the Department's inventories.

Data Services catalogs all Department computer systems, software, and hardware and approves all acquisitions or enhancements of applications systems software, electronic data processing equipment, and peripherals. Holdings include the mainframe Burroughs computer with three processors, two printers, 12 disk and four tape drive units, a card reader, 27 modems, and 67 terminals. Also listed are a minicomputer, a varityper, and 14 microcomputers with peripherals.

Six years ago the Data Center computer had 250,000 bytes of main memory--about half capacity for today's micro computers. Today, that main memory has six million bytes and 1.028 billion bytes of disk storage. Equipment and operating systems are planned for 12 million bytes of memory and 3 billion bytes of disk storage.

Our computer goal is efficient, adequate systems offering user manipulation. Next year we will eliminate more "batch" oriented processing and go "on-line" with more state-of-the-art file organization. New on-line systems will be: graduate equivalency diploma applications, testing, and certification; records on teacher status; State Aid data on 18 yearly payments to districts; 200 customized reports to the Legislature; and certification certificates, transcripts, affidavits, and correspondence. Next, we will analyze achievement tests for grades 3, 6, 8, and 11 statewide and interface mainframe word processing with Communication's typesetting equipment to shorten printing time. Records for above programs range from 615 to 100,000 with 200 to 500,000 transactions each year.

Planning, Research, and Evaluation designed, prepared, and presented inservice workshops with a new perspective. These sessions met educational needs that other Department trainers were not meeting, and were inspired by training in business and industry.

PRE made 84 staff development presentations under the following topics: Attitudes Affect Achievement (4), Achieving Your Potential (35), Brain Power, Futurism, Motivation, and Proposal Writing (1 each), Communicating Effectively (4), Conflict and Managing Conflict (3), Creative Thinking (7), Effective Parent Teacher Conferences (5), Opportunities for School Improvement, Professional Climate, and Teacher/School/Professional Effectiveness (6), School Community Relationships (2), Stress Management (4), Student Evaluation (2), Time Management (6), Using Community Resources (2).

Fifty-seven school communities requested the workshops for 1,598 teachers, some administrators, and a few support staff, who later served at least 40,000 students.

Special-purpose workshops were developed for selected audiences. These included principal's observation and evaluation of teachers, developing local school foundations, principal and school effectiveness, and women's leadership management styles.

Department staff and other agencies were helped to develop programs. Examples of these were development work in Education Fair planning, curriculum review, reading studies, microcomputers, State Personnel Agency training, community education, adult education, legislation, art, jobs, auditing, and Chapter 2 Advisory Committee support and presentations for principals and superintendents preparation, human relations, equity, curriculum, governor's education meetings, new superintendents, media, bilingual, and career education.

New skills in computer awareness, evaluation, educational productivity and effectiveness, interviewing, management styles, creativity, quality circles, information and the economy, and assessment were passed directly on to teachers.

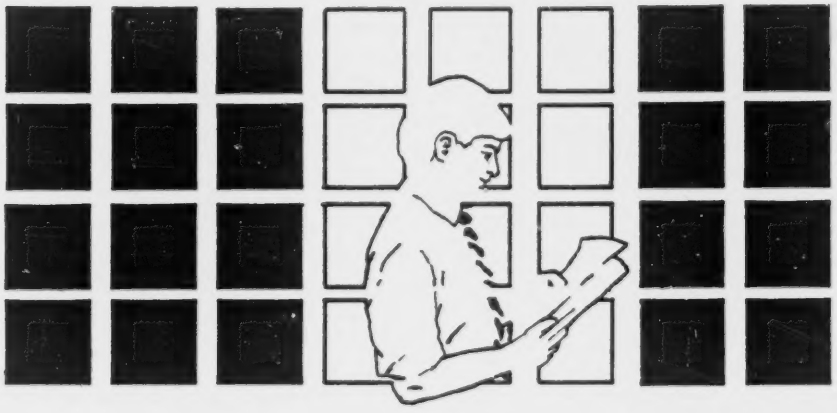
Staff helped identify regional educational needs and worked with other leaders on future educational activities in the six states of the region.

Papers were prepared on "Home Schooling" and "Guidelines for Job Training Partnership Act Youth Programs." Proposals were prepared in "Math and Science, Exemplary School Improvement Through Technology," "Neglected and Delinquent Students," "Counseling/Labor Information," and "The Principal as a Reformer."

Evaluation activity publications included: *The Annual Evaluation Report of Federally Funded Programs FY 1983* (34 programs); *Neglected and Delinquent Transition Program Evaluation Report* (100 students); *Indian Education Johnson O'Malley Evaluation Report* (8,000 Indian students); *Career Education/Equity Conference Evaluation* (a first-time combination); and *Civil Rights Compliance Workshop Evaluation.* Other conferences, for example, the Education Fair, human relations workshops, and bilingual workshops were evaluated.

Evaluation presentations were made in 14 different locations for Chapter 1 (63,597 students), Chapter 2 (490,000 students), and allied programs. These workshops reached 726 school representatives. This evaluation continues to show that programs are effectively improving achievement of over 63,000 Oklahoma students. Chapter 1 normal curve equivalency gains were: reading 6+, language arts 5+, and math 7+.

Evaluation monitoring included Technical Assistance Center visits in six districts, North Central evaluations in three schools, and the State Science Fair.



Instructional Services Division

School Administrative Development Section

The key individuals in improving the educational program for any school district are the local school superintendent and the members of his or her administrative team. The complexity of administering today's schools demands that practicing school administrators continually upgrade their leadership, management, and communications skills. Top school administrators in Oklahoma are becoming more responsive to their communities, are anticipating problems before they occur, and are more creative in the administration of their school districts.

To further strengthen the superintendency in Oklahoma, a cooperative effort was established by the state superintendent with the state Legislature, the universities which prepare superintendents, the local school administrator, and the State Department of Education to create the School Administrative Development Section of the State Department of Education.

The Section is dedicated to provide inservice training for practicing administrators which acts as an extension of House Bill 1706. A statewide steering committee of practicing administrators is helping to determine the inservice needs of practicing and new administrators. Six areas of school administration for staff development were identified to increase skills/competencies needed on the job. The six areas are planning and resource allocation, personnel management, curriculum programmatic development, public relations, forging partnerships, and communications.

Following a needs assessment, a series of regional workshops for superintendents and their administrative teams are held each year. A presenter is assisted by additional resource persons, if needed, from each area where the workshops are held. The workshop on public relations, for example, was designed to meet special needs of the administrators, as previously determined, such as communication tools, defining the publics and the power structure of the community, and solving public relations problems. The expertise of local administrators, State Department of Education personnel, and appropriate specialists are utilized at the separate workshops. Other related events are planned such as overseas seminars and women in administration workshops.

Another goal of the School Administrative Development Section is to establish a closer working relationship with the universities who train school administrators. A select committee of practicing administrators from across the state and university professors are working together in a joint effort to provide a plan for the upgrading of the administrator preparation program at the university level. In addition to the upgrading of this program, a comprehensive plan of staff development is in the planning stages.

Other components of the School Administrative Development Section staff development program in the planning stages include: a video series which will focus on educational trends and issues such as rural schools and student testing using an onsite filming technique and a journalistic approach; a statewide staff development meeting based on the critical issues facing administration today; cooperative planning with Oklahoma rural schools in identifying methods to take an indepth look at education in a rural setting; and planning of an innovative assessment of administrator staff development needs in cooperation with the Communications Section and the Research and Data Services Section.

Teacher Certification Section

Certification is a process through which a state officially recognizes an educator as a professional person; an educator who has completed the preparation required to practice in a given field of teaching, leadership or service and who is *entrusted* by the state to perform in the best interest of students.

Standards for teacher preparation and certification reflect the philosophy inherent in the total educational program of a state. The state of Oklahoma ranks high nationally in the area of professional standards for teachers.

The Teacher Certification Section of the Oklahoma State Department of Education provides a guarantee to the parents and children of the state of Oklahoma that the teachers in the state's classrooms meet adequate and appropriate academic standards which have been set by the Oklahoma State Board of Education.

Oklahoma state law makes the certification of a teacher mandatory.

The role of the Teacher Certification Section is to issue appropriate standard teaching certificates to those teachers who have completed approved teacher education programs and have been recommended for certification by an authorized official at an Oklahoma college or university. It is a further responsibility of this section to evaluate credentials of teachers who have completed their teacher education programs in another state. In addition, applicants who apply for non-standard teaching certificates and teachers who apply for renewal of their standard certificate are evaluated.

The Teacher Certification Section maintains a permanent teacher certification record of every teacher who is certified. The records of active teachers contain official transcripts, applications, certificates issued, evaluation checksheets, verification of degrees and copies of all correspondence with the teacher. Oklahoma teacher curriculum examinations results are kept for all teachers who graduated after January 31, 1982. A record is also kept of all teachers who have been certified since 1932.

The teacher certification process requires a close working relationship with the Teacher Education/Testing/Staff Development Section, School Accreditation Section, and the Teacher Personnel Section. Maintaining close ties with other State Departments of Education is necessary regarding teacher certification standards and the revocation of teaching certificates.

From January, 1983, to December, 1983, the Teacher Certification Section issued 16,786 teaching certificates. This number reflects renewals of standard certificates and licenses, new standard and new licenses, provisional and temporary certificates.

1983 REPORT OF CERTIFICATES ISSUED

Kind	Number	%
Professional	59	0.3
Standard	11,599	69.0
Provisional	1,970	11.7
Licenses	2,558	15.2
Temporary*	600	3.8
	16,786	100.0

*It should be noted that 47% of the temporary certificates issued were vocational certificates such as trade and industrial education. After a legislative mandate took effect in 1982, temporary certificates have been reduced from 1,155 in 1982 to 600 in 1983.

Teacher Education/ Testing/Staff Development Section

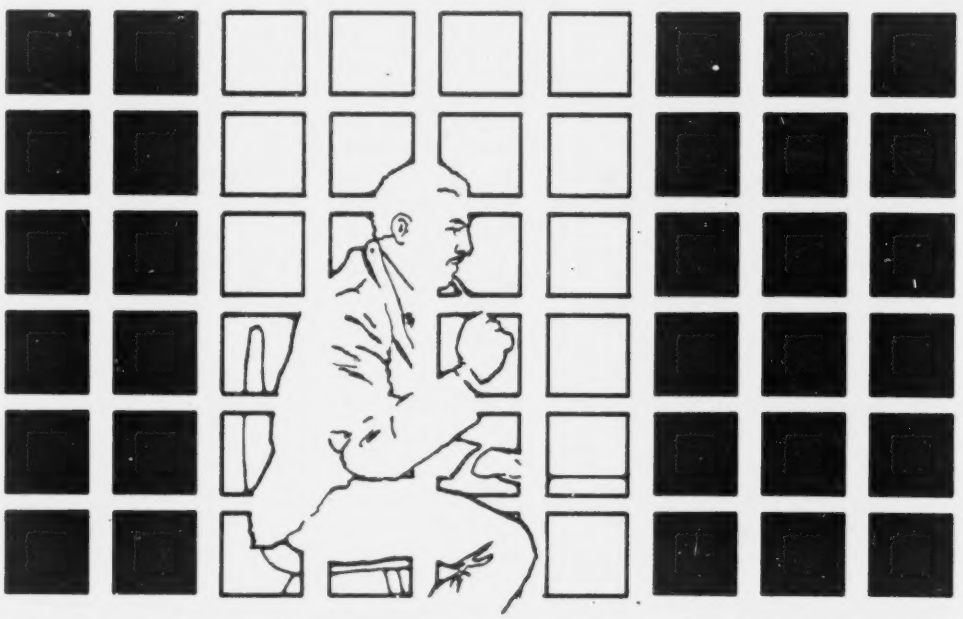
As of July 1, 1984, the Teacher Education, Staff Development, Entry-Year, and Teacher Testing Sections became one section. The functions of the three programs of the combined section are essentially what they have been historically, but with the addition of responsibilities incurred as a direct result of both reform legislation and internal agency reorganization.

The teacher education program is responsible for evaluating teacher education programs at 20 institutions of higher education in Oklahoma; being represented on the Professional Standards Board; and administering the faculty development program for all teacher education institutions in the state. The administrator of teacher preparation programs also serves as an ex-officio member of the advisory board of the Oklahoma Cooperative for Clinical Experiences in Teacher Education. The cooperative includes five representatives from the Oklahoma Regents for Higher Education, as well as representatives from five institutions of higher education and a representative of Tulsa Public Schools.

The entry-year assistance and staff development programs provide the following services: implementation and regulation of the entry-year assistance program as mandated by H.B. 1706; implementation and regulation of the staff development programs for all accredited schools in Oklahoma; facilitation of four separate seminars, the inital one of which is a week-long summer program, for first-year school superintendents in Oklahoma; and facilitation of state recognition of the Teacher of the Year, and the program administrator works with the state nominee to prepare him/her for national competition for that title. In addition, the entry-year assistance/ staff development program administrator supervises four field-based coordinators.

The teacher testing program is administered cooperatively by the State Department of Education and National Evaluation Systems, Inc., Amherst, Massachusetts. A contract is negotiated annually with NES, the test development company which assists in administration, security, and revision of the 79 curriculum exams which were developed in response to H.B. 1706. The State Department of Education tests in excess of 4,000 examinees a year, over four test administration periods, at six different sites throughout the state for each administration.

Test administrators are psychometrists and administrators from Oklahoma Regional Education Service Centers. Coordination is done at the state level of the registration process, site selection, test revision meetings, test results, media communications, and inservice workshops for public schools as well as for institutions of higher education.



Accreditation Section

The Accreditation Section is an integral part of the Division of Instruction of the State Department of Education. The Accreditation Section is charged with the leadership and the responsibility to interpret the policies and criteria as prescribed by the State Legislature and the State Board of Education under the direction of the state superintendent of public instruction.

The Accreditation Section is composed of an administrator and administrative officer, one administrative assistant and three secretaries (presently operating with one administrative assistant and two secretaries), and 20 area supervisors. The area supervisors have specific responsibilities and are responsible to serve specific counties based on density of size and the number of schools in the assigned areas. The area supervisors are responsible to the Division of Instruction and the administrator of the Accreditation Section.

The accreditation of public schools in Oklahoma is the function of the State Board of Education. The responsibility of meeting standards of accreditation lies with the local school district. It is State Board of Education policy primarily to accredit schools on the quality of instruction.

Elementary schools in high school districts are expected to meet standards and regulations for accrediting before the secondary school can be accredited.

Accrediting depends largely upon instructional conditions maintained in the elementary and secondary schools. Command of the fundamental processes is considered of primary importance in all subsequent education. Consequently, the entire program of education is examined as a basis for accreditation.

It is the policy to consider stability and permanence of the school organization and teaching staff as factors in accrediting schools. Frequent changes in the organization of the teaching staff directly affect the continuity and efficiency of instruction.

Each school is expected to meet the standards and regulations for accrediting at the opening of the term and to maintain these standards throughout the entire year.

The area supervisors are responsible for visiting every school within their assigned area for the purpose of assisting schools in meeting required standards and recommending those schools to the administrator of Accreditation Section who in turn presents and recommends them to the State Board of Education for accreditation for the preceding school year.

In addition to public schools in our state, legislative provisions are made to accredit parochial and private schools "in like manner" as public schools. During the 1983-84 school year 42 schools in this category were accredited by the state department. These schools are also the responsibility of the area supervisors. The area supervisors are responsible for the areas of monitoring: local school board policies, physical facilities, properly certified and assigned teachers, curriculum/program studies (includes mandated areas involving House Bill 1816), inventories, school year, school day, class size, teacher-pupil ratios, special education, Title I programs, attendance audits, activities regulations, etc.

The Accreditation Section is involved in a dual accreditation process. The North Central member schools in our state are also the responsibility of the area supervisors. The North Central State Association is under the direction of the assistant state superintendent who serves as state North Central director. The administrator and the administrative officer in the accreditation section serve as associate North Central directors and along with the area supervisors are a part of the North Central accreditation process.

During the preceding school year (1983-84) the accreditation section visited and recommended the following: 456 independent districts representing 500 high schools, 257 junior high schools, 107 middle schools, 36 area vocational technical schools, 159 dependent elementary schools, 29 parochial schools and four private schools.

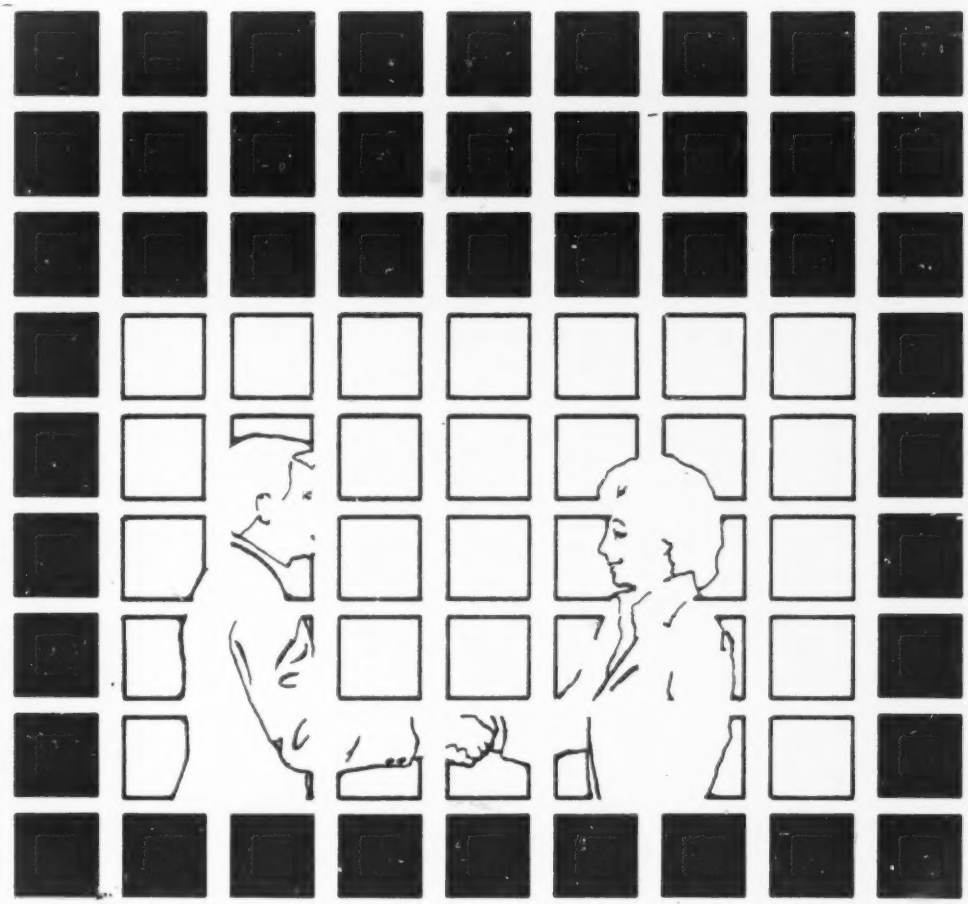
North Central Association

During the 1983-84 school year 165 secondary schools, one college preparatory school, 18 area vocational technical schools, 44 elementary schools, 18 junior high/middle schools and nine schools for candidacy were recommended by the Oklahoma State Committee of the North Central Association to the Commission on Schools for accreditation.

Fifty-five schools were evaluated by an on-site visiting team composed of 25 educators from colleges and universities, teachers and administrators from NCA schools and State Department of Education personnel directed by a State Department of Education area supervisor.

Each school recommended for accreditation to the Commission completed an application wich was certified as correct after an on-site visit and review by the area supervisor. The state committee also reviewed the applications and then made its final recommendation.

An annual meeting of NCA administrators was held for the purpose of discussing current issues and the new policies and standards. Also, a workshop was conducted for those schools that are to become involved in the self-study process and be reviewed by an on-site visiting team.



Arts In Education Section

The $64,492 appropriated for Arts in Education Section programs was matched at least three times with local school and community funds to bring highly creative arts programming to total school populations, including the learning disabled as well as the gifted child. Distributed on a competitive grant basis, funds were awarded to 29 school districts and included 90 school sites and 58,350 students.

	School Site	Students	Teachers/ Admin.
Elementary	66	37,325	1,559
Middle School/Jr. High	12	11,500	496
High School	12	9,525	429
Total	90	58,350	2,484

The geographic distribution of school sites included: Central Oklahoma: Edmond, Little Axe, Noble, Norman, Okla. City, Putnam City; Northeast Oklahoma: Broken Arrow, Oaks Mission, Osage County Co-op (Barnsdall, Anderson, Avant, Prue, Wynona); Northwest Oklahoma: Clinton, N.W. Co-op (Fairview, Seiling, Taloga, Woodward); Southeast Oklahoma: Ardmore, Holdenville, Latta, McAlester, Okemah; Southwest Oklahoma: Fletcher, Frederick, Lawton.

Program Activities

All funds were expended in three categories: management, teacher training and arts resources.

Management

An arts coordinator or program manager was identified for each Arts in Education (AIE) school district. The State Department of Education, Arts in Education staff provided management training for these coordinators and technical assistance for program implementation (see networking). In several cases the school district has realized the importance of this position and provided funding to employ an arts coordinator on a full or part time basis.

Arts planning teams consisting of administrators, arts specialists, classroom teachers and community representatives were organized at each school site. Each team identified specific objectives for the year and determined strategies and timelines for implementation. These objectives represented a wide range of activities including, but not limited to, the following:

1. designing appropriate arts experiences for a specific school population (gifted, special education) utilizing local and state resources
2. focusing attention on a specific art form (writing, drama) not presently addressed in the school curriculum
3. expanding an existing art form, example: environmental metal sculpture, poetry anthologies, etc.
4. concentrating on teacher training and staff development
5. community outreach involving individual local artists and arts organizations as well as parents
6. focusing attention on a specific component of the program, example: training classroom teachers, expanding content of existing arts classes.

Staff Development

Approximtely 220 arts in education workshops were conducted in network schools during FY 84 reaching approximately 2,000 teachers.

Resources

One hundred sixty-two weeks of artist residencies were contracted for arts in education schools representing music, art, drama, dance, poetry and folk arts.

Evaluation

Mid-year and end-of-year program/budget reports to the Arts in Education Section indicated the progress in each district. The Arts in Education Section provided technical assistance based on these reports and communicated through network meetings and on site visitations with each district to see that program objectives were being met. Although objectives at each grant site were many and varied, each represented movement toward stronger arts programs for all kids.

Networking

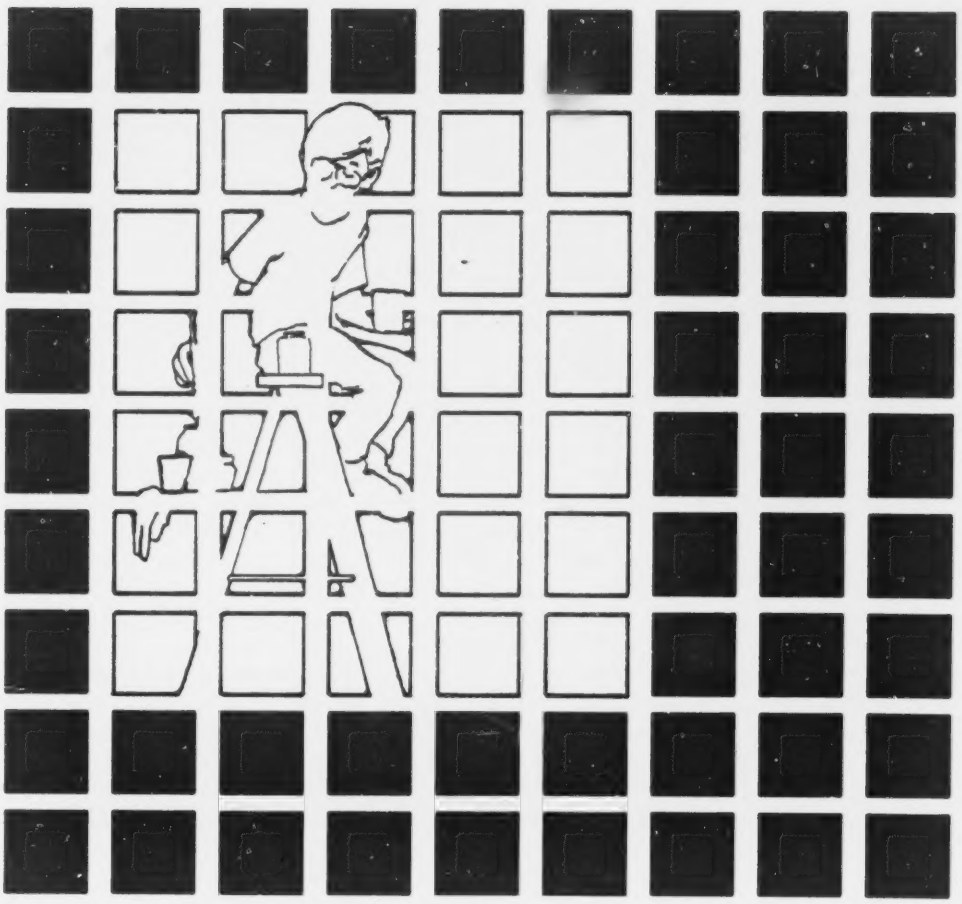
To achieve successful implementation of the state plan for Arts in Education on a limited budget has somewhat forced elements of networking. Schools have planned cooperatively in an effort to more economically provide quality arts experiences. An example was the Rirey Woodbury professional dance company from Utah who were in residence for one week in Edmond.

Cooperative funding from Edmond Public Schools and a variety of other sources insured performances for all Edmond schools, limited students from surrounding districts, and teacher workshops open to the arts in education network.

Regularly scheduled arts coordinator and administrative network meetings presented a forum for schools to discuss successes and failures in program implementation. Arts in Education sites are making concerted efforts to network to other schools in their districts, as well as neighboring communities. In some cases, local funding has increased to accommodate this expansion.

One additional rural network was established for FY 84 and included Seiling Public Schools as the hub with Taloga, Fairview and Woodward as members of the network. A part-time coordinator was employed. Arts resources and consultant services were contracted more economically for the network than for the individual school sites and a real spirit of camaraderie developed among those rural school disricts with similar needs.

During FY 84 the Tulsa Metro Network expanded from six schools to 13 schools. Networking with major arts organizations resulted in 15 individuals from Tulsa, Broken Arrow and Sand Springs visiting Lincoln Center Institute in New York and the program was replicated in Tulsa accommodating 60 teachers for a two-week training institute.



Comprehensive Health Section

The Comprehensive Health Education Section staff helps plan, develop and implement effective health and physical education programs in the public and private schools of Oklahoma. Physical fitness testing, movement education, aerobics, gymnastics, drug education, vision, hearing, dental and scoliosis screening and nutrition education are examples of areas in which we are working to improve instructional programs at the present time.

The staff organized and conducted 65 workshops concerning health and physical education programs to disseminate current ideas, methods, techniques and uses of materials at both elementary and secondary levels. These inservice workshops embrace the processes of communication and education helping individuals to learn how to achieve and maintain a healthy lifestyle.

Health fitness and physical fitness is encouraged as a basic of all health and physical education programs to improve the health status of Oklahoma youth through increased levels of fitness. During the 1983-84 school year, 135 Oklahoma school districts pilot tested a national computerized physical fitness test project entitled "Fitnessgram." Seventy-five physical education teachers were certified as fitness instructors during six inservice workshops. As a result, 84,066 Oklahoma school children were tested in the fall and spring for physical fitness levels.

Supplemental physical fitness materials have been inserviced through six workshops. Materials disseminated were the Walt Disney educational physical fitness guides entitled "Fit to be You." The Comprehensive Health Education Section supplied 800 teacher guides for grades K-3, 4-6, 7-9, and 10-12, along with 132 copies of 12 supplemental films.

In order to provide curricular and instructional materials and to improve the level of teacher preparation in alcohol, tobacco and other drugs, 10 drug education workshops were conducted on positive prevention education programs.

We have worked in a cooperative effort through such projects as "Reach-Out," "Chemical People" and "War on Drugs."

Curriculum materials have been developed in health education, physical education, and curriculum review in cooperation with the Oklahoma Curriculum Improvement Commission. These publications should be of help to the schools in their health education programs.

One primary responsibility of the staff is to provide vision, hearing and dental screening in the schools. This screening is essential to detect potential problems early enough for remediation or correction. If such services are neglected, the child's learning can and will be affected. During 1983-84, 19,701 students were screened in 116 schools which resulted in 2,826 suggested referrals. Scoliosis screening is also offered as a service to the schools.

Coordinating the school nurse program is an on-going responsibility of the staff. Assistance was given in three statewide school nurse workshops.

In 1983, the 27 school districts previously funded for two years for health and nutrition education programs were funded for the third year of expansion. However, the 1983 funds were reduced to $190,000 representing a 4.6 percent reduction. These health and nutrition education programs were evaluated and suggestions and recommendations were made to each school district.

Oklahoma has 10 demonstration center schools selected for their outstanding comprehensive and physically active physical education programs. Staff was involved in the selecting process of the demonstration schools.

Cardiopulmonary resuscitation (CPR) is no longer a mandated program, but Comprehensive Health Education Section continues to train and certify teachers and administrators in the life saving technique of CPR. Twenty-two CPR workshops were conducted, certifying 660 school personnel in basic CPR rescue.

As the staff strives to promote health education and healthy lifestyles throughout Oklahoma, cooperating agencies are a vital resource to these efforts. The American Heart Association; American Red Cross; State Health Department; State Mental Health Department; Oklahoma Health Systems Agency; Oklahoma Association for Health, Physical Education, Recreation and Dance; American Cancer Society; and American Lung Association coordinate with our staff to disseminate current ideas, methods, techniques and materials to the public schools of Oklahoma.

Curriculum/ Instructional Computer Section

The Curriculum Section of the State Department of Education has as its main thrust the improvement of curriculum and instruction in the public schools of Oklahoma. This is accomplished through the leadership of instructional specialists who serve the subject areas of: business, early childhood, foreign language, industrial arts, language arts, mathematics, microcomputer programming, science, and social studies, as well as four curriculum coordinators who work with all aspects of curriculum improvement.

Curriculum Section staff members function in a variety of roles which include the following responsibilities:

1. Development and dissemination of curriculum resource materials for use in the schools. We have 66 publications available to educators.
2. Provision of leadership in developing, implementing, maintaining and evaluating programs.
3. Coordination of and participation in staff development activities. We provide inservices in different subject areas throughout the state of Oklahoma.
4. Cooperating with other agencies and with institutions of higher education, working with university personnel and talking to methods classes.
5. Dissemination of current ideas, methods, techniques and materials.
6. Coordination and cooperation with professional organizations for the purpose of enriching the profession and improving educational programs.
7. Consultation for curriculum reviews in school systems to fulfill the mandates of the state legislature which require school districts to annually evaluate curriculum.
8. Developed suggested learner outcomes, K-8, in basic skills areas: social studies, language arts, reading, science and math. In effect, a curriculum review is being done statewide. It is extremely important the school districts at the local level as well as at the state level define the learner outcomes needed in the basic skills areas. The Curriculum Section will be guiding the process for the development of suggested learner outcomes in the basic skills areas for grades 9-12 during the 1984-85 school year at the high school level. Two strands will be developed for each subject area: a life skill strand and a college preparatory strand. Committees of educators will be assembled to aid in the development of these suggested learner outcomes.
9. A cooperative effort was initiated and completed with the Regents for Higher Education to identify the basic academic competencies and skills that a student needs to be successful at colleges and universities in the state.

Driver Education Section

It is widely acknowledged that legislated safety can only do so much to safeguard the lives and limbs of Oklahoma's most valued asset--its people. The major responsibility for the prevention of accidents lies not in the law but with the people, themselves. The people must take that extra step for safety in their everyday tasks and activities to reduce the hazards to themselves, their families, their friends and their neighbors. The law provides the minimum requirements for safety. The people provide the maximum efforts for safety for all, and these efforts are mainly through voluntary action.

Numerous activities and services aimed at helping schools improve programs and meet the needs of individual students have been performed by the Driver and Safety Education Section.

Reimbursement

A total of 37,860 students were enrolled in driver education during the 1983-84 term of school. Public schools of the state were reimbursed $2,320,903 to help defray the cost of the program. The public secondary school program cost was $6,112,451 for the 1982-83 term of school. Average per student cost was $189.

Since 1967, 595,000 high school students have received instruction in the State Board of Education prescribed course of driver education.

School Visits

Six coordinators under the direction of the section administrator visited 475 public secondary schools and 12 non-public secondary schools in the state. The thrust of each visit was to assist the school administration and the instructor in developing an improved program of instruction in driver and traffic safety education; general safety education; emergency management instruction, and comprehensive K-9 traffic safety education.

Mobile Simulation

Nineteen mobile simulation units served 23,000 students in 265 local school districts. These units provided the local district laboratory capabilities for further developing the student's perceptual and motor skills enhancing his/her ability to cope with an ever increasing complex transportation system.

State Driver Education Clinic

The 16th Annual Driver Education Clinic was held at Central State University, Edmond, Oklahoma, March 28-29, 1984. Four hundred teachers attended. The 17th Annual Clinic will be held at Central State University, March 25-26, 1985. Instructors will be introduced to computer-based instructional modules to enforce and strengthen units of instruction.

Curriculum Guides

Six traffic safety education guides have been developed to assist teachers in implementing the framework of safety for individuals at all levels of the school. These six guides are: *Curriculum Guide for Teaching Driver and Traffic Safety Education; K-3 Pedestrian Safety Education Guide; 4-6 Pedestrian, Bicycle and School Bus Rider Education Guide; 7-9 Pedestrian, Bicycle Moped Safety Education Guide; Curriculum Guide for Teaching the Physically Handicapped to Drive;* and *Curriculum Guide for Teaching Motorcycle Safety Education.*

Professional and Office Staff

Ten professional educators and three secretaries make up the section. The goal of the section is to help traffic safety educators develop greater skills in setting goals, diagnosing needs, and analyzing learning problems. In the future, considerably more prescriptive teaching, individualized instruction and personalized evaluation will be implemented. Increased emphasis on improved communication and involvement of pupils and parents will be necessary to ensure a safer environment.

Gifted/ Talented Section

The Gifted/Talented Section of the State Department of Education is charged with the responsibility of implementing and overseeing Senate Bill 214. This year was the third of a three-year developmental plan set forth in the bill and saw the realization of gifted/talented education in grades 1-12 in all Oklahoma schools.

The Gifted/Talented Section is responsible for the collection of data needed by the Finance Division and is responsible for reporting data to the legislature annually. A gifted/talented child count is collected from the local education agencies each December. The 1983-84 Child Count yielded the following information:

Total gifted students served 29,521
(5% of total school population)
Gifted student distribution:
Grades 1-6 14,237
Grades 7-9 8,729
Grades 10-12 6,555

These identified students were reported to have spent less than one hour per week in gifted education at the cost of $341 to the local education agencies.

In addition to overseeing the law, the Gifted/Talented Section is charged with the responsibility of providing technical assistance and inservice to all Oklahoma schools. The gifted/talented staff, consisting of one administrator, two coordinators, and one secretary traveled over 41,000 miles to provide 130 days of requested inservice and technical assistance. Inservice workshops include presentation to both secondary and elementary teachers and address the particular needs of each school. The 1983-84 child count indicated that 386 schools teach the gifted students within the classroom and 307 have programming that "pulls" the students out of their regular classroom for gifted instruction.

In addition to requested inservices the section plans statewide workshops each fall. This past year's workshops were held at Roman Nose State Lodge, Woodward, Duncan, Bartlesville, and McAlester. More than 800 teachers and administrators received instruction in curriculum development, critical thinking skills, and guidance needed for the gifted student.

The annual meeting of the Oklahoma Association for Gifted, Creative and Talented students was co-hosted and sponsored by the State Department of Education. The meeting was held in Oklahoma City at Oklahoma City University and was attended by both educators and parents. Members of the section also made presentations at meetings of the Council for Exceptional Children, Cooperative Council for Oklahoma School Administration, Oklahoma Education Association, Midwest States Talented and Gifted, superintendents' workshops, principals' conference and several colleges and universities.

The 1983-84 school year saw the culmination of the gifted/talented curriculum guide, *Gifted Galaxy*. The guide provides needed information including reference materials, bibliography, sample gifted/talented programs, technical data, units of study and lessonplans. The guide was the result of a committee consisting of Oklahoma leaders in gifted education representing public schools and higher education. The guide will be used in workshops and inservice in 1985-86.

Guidance & Counseling Section

During the 1983-84 school year, the Guidance, Counseling and Testing Section of the Oklahoma state Department of Education consisted of an administrator, seven coordinators and a secretary.

The major functions of the section have been the supervision and upgrading of guidance programs in local schools and area vocational schools in the state, promotion of additional guidance services where needed due to heavy student-counselor ratios, and the development of new guidance programs in schools where students are not presently being served by guidance programs.

In addition, the section includes the state career education program and has the responsibility of monitoring state-funded career education programs. In keeping with career efforts, the staff is charged with the responsibility for inservicing public school personnel in the Vital Information for Education and Work program.

VIEW is a career information program jointly developed and funded through the State Department of Vocational-Technical Education and the State Department of Education. Other functions of the section include assisting schools in the development and use of student testing programs, assisting colleges with counselor education programs, working with professional counselor groups in conferences and committees, providing professional staff development opportunities for Oklahoma school counselors, providing support services for the State Health Department through county guidance centers serving the public schools and assisting other state agencies such as the Oklahoma Employment Security Commission, Vocational-Rehabilitation and the Mental Health Agency.

Administrative and Supervisory Services

The duties and responsibilities of the professional staff include the following:

Planning state programs and assisting in the planning of local programs; assisting local guidance personnel in establishing, maintaining and improving programs; planning and preparation of materials and information for state and local programs; conducting research studies relating to programs in guidance, counseling and testing; sponsoring workshops, seminars, and conferences to develop, improve and strengthen school guidance programs; and other related activities as may be necessary for the implementation of new programs and the maintenance of and improvement of existing programs.

Career Education State-Funded Programs

During the 1983-84 school year, the Oklahoma Legislature partially funded 17 career education programs with $161,226. These programs were supervised by the Guidance, Counseling and Testing Section during the school year through monitoring visits to the school sites to see that the schools were in compliance with regulations stipulated for the grants. In addition, two statewide career conferences were held for grant recipients and others interested in implementing career education programs in their local school systems. Also, coordinators provided assistance to all districts requesting assistance in establishing, maintaining, or improving career education programs.

VIEW

The Vital Information for Education and Work program is serviced from the staff of the Guidance, Counseling and Testing Section. It is a program of career information developed jointly with the Oklahoma State Department of Vocational Education. Its latest development is that of a computer program with the VIEW information computer accessible by students, teachers and counselors.

During the 1983-84 school year, VIEW was in place in 126 school sites in Oklahoma. The guidance staff worked with 550 teachers, librarians, career coordinators, and counselors in providing inservice in VIEW. These inservice programs were conducted at school sites, regional workshops and state conferences.

School Guidance Program Objectives

The objectives of Oklahoma school guidance programs are to assist students: to develop positive attitudes toward self and others, accept responsibility, develop decision-making skills, develop interpersonal skills, develop problem-solving skills, acquire self-appraisal skills and develop a respect for the value and dignity of work. Such experiences will enable students to make adjustments to life's demands acceptable both to the individual and to society.

The activities of the Guidance, Counseling and Testing Section staff to achieve these objectives have included among others the following:

1. Conducting conferences on both the state and national levels for school counselors and administrators.
2. Conducting regional workshops in various areas of need as dictated by needs assessments of the area.
3. Conducting school inservice programs for counselors, teachers, and administrators as requested by local school agencies to assist in their compliance of H.B. 1706.
4. Making supervisory visits to local school guidance programs.

During the 1983-84 school year, the section co-sponsored one National Guidance Conference for school counselors. This conference was attended by 536 school counselors representing 42 states and six foreign countries.

The section sponsored two statewide conferences for school guidance counselors. One conference, held in September for counselors K-12, was attended by 652 school counselors. The second conference for counselors of area vocational schools and their administrators was attended by 126 area school counselors and their administrators.

Guidance staff conducted or presented at 18 workshops and conducted 26 on-site school inservice programs for teachers, counselors and administrators to assist local district compliance with H.B. 1706.

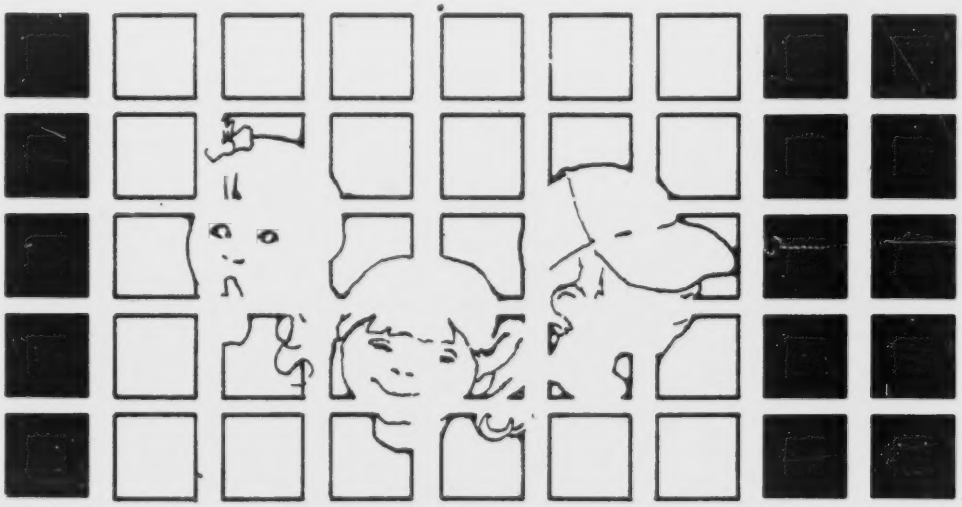
In addition to these efforts to upgrade guidance programs in Oklahoma schools, the guidance staff also conducted 248 on-site visitations of local school guidance programs to assist in planning, evaluation, and maintaining the quality of Oklahoma school guidance programs.

Evaluation

The number of certified guidance counselors in Oklahoma continues to increase as do the number of guidance programs in the local schools. As of July 1, 1984, there were 1,187 certified school counselors.

As the changes of a complex society multiply so do the needs to provide guidance services to all students of the public schools in Oklahoma.

Even though certified counselors and counseling programs have increased in most instances, many students are unserved or underserved either by a too-high student-counselor ratio or the lack of a guidance program. Two major factors contribute to this lack of guidance services: an insufficient number of certified personnel and insufficient finances. The supply of certified personnel is improving, but the funds for adding counselors and starting new programs are becoming increasingly difficult to come by.



State Reading Section

The inservice plan implemented July 1, 1979, by the State Reading Section is designed to serve the reading needs of students through serving the expressed instructional needs of teachers. Four to six two-hour inservice sessions per semester are conducted on-site for all requesting local education agencies statewide. Each session is designed to meet the specific program and instructional needs of participants.

In addition to the major thrust described above, the State Reading Section, in cooperation with the Oklahoma Press Association and the Oklahoma Newspaper Foundation, implemented a program entitled Oklahoma Newspapers - Educational Windows for Students (OK-NEWS) in July of 1982. The goals are motivation to read both for pleasure and for learning, and improving overall attitudes toward reading. The newspaper is used as a teaching tool during one day each week to accomplish these goals. The state reading consultants provide materials and continuous inservice for all participating faculty to help develop teaching techniques and activities to use with the newspaper.

With the aid of a $30,000 grant from the Oklahoma Newspaper Foundation, this program was piloted by 203 teachers in 100 schools within 67 districts spread evenly throughout the state, and served approximately 7,100 students. Eighty schools committed to serve as demonstration sites beginning in August, 1983, to provide a vehicle for expanding the program in requesting local education agencies.

A new five-year plan to enhance reading achievement entitled "Read on, Oklahoma!" was launched in July, 1983. This plan focuses on involving administrators, teachers, parents, professional organizations, civic groups, business leaders, the news media, and all other resources in each local community in a joint effort to motivate citizens of all ages to read for pleasure as well as for learning. Goals of this project include encouraging all schools, agencies, and businesses to provide time for their respective people to stop at regular semi-weekly intervals to read for pleasure; encouraging parents to read with and/or to their children regularly at home; and encouraging school faculties to develop and implement a five-year plan for self-evaluation, reinforcing needed reading skills, and involving the total community resources in motivating students to read.

During 1983-84, the State Reading Section accomplished the following:

Major Focus: Needs-Based Inservice

Needs-based inservice was conducted upon request in local education agencies. By May, 1984, well over 85 percent of all Oklahoma public schools had been served.

Read On, Oklahoma!
A Five-Year Plan
To Enhance Reading Achievement

The Read On, Oklahoma! plan was presented in individual faculty inservice as well as large group meetings throughout Oklahoma by the 17 state reading consultants. Through presenting at the International Reading Association convention in Atlanta, Georgia, and IRA regional meetings in Kansas and Arkansas, educators from states throughout the nation were introduced to the program.

Articles featuring schools which were implementing Read On! were published in the *Oklahoma Educator* each month. School administrators were encouraged to submit articles describing their successful reading programs in local newspapers.

Country and western singer Roy Clark endorsed the program, and posters bearing his picture were distributed to schools as their faculties committed to implementing Read On, Oklahoma!

A coalition of 35 statewide organizations committed to improving education was formed. Many of these organizations demonstrated their commitment to Read On, Oklahoma! through publishing articles, printing bookmarks to distribute to teachers and students, and funding the duplication of a slide-tape presentation of the project for use in schools, PTA, and civic groups.

As of August, 1984, 470 schools in 179 districts throughout the state had committed to implementing part or all of this Five-Year Plan to Enhance Reading Achievement. Similar requests from teachers and school administrators are received almost daily in the State Reading Section office.

OK-NEWS

The OK-NEWS project continued to gain momentum throughout the state. Partici-

pants in the project included 342 teachers in 112 schools. At the present time, 397 teachers in 114 schools are involved in OK-NEWS.

Sixty schools served as demonstration sites for the project during the 1983-84 school year. A random sampling of 49 classrooms from these schools reported results on the *Reading Attitude Indicator* (an inventory designed to determine students' levels of reading motivation) and the *Test of Writing Skills* (an instrument which measures students' abilities in creative writing). Of this sampling, 85.7 percent experienced improvement in reading attitudes, and 87.8 percent indicated an improvement in creative writing skills.

The *Gates-MacGinitie Reading Test* (designed to measure vocabulary and comprehension) was administered in 27 demonstration classrooms. Seventy-five percent of these classes experienced an improvement in vocabulary skills and 85 percent indicated an improvement in comprehension skills.

Suggested Learner Outcomes Developed

In 1984, the State Reading Section directed the development of Suggested Learner Outcomes in reading (grades 1-8) as part of the total Department effort to provide learner objectives in the five basic skill areas. Using geographically and racially balanced committees of reading teachers, specialists, and school administrators, the process will be repeated for grades 9-12 during the 1984-85 school year.

Secondary Reading Program Recommendation

The State Reading Section recommended the implementation of formal reading instruction for all students through the end of 8th grade. This recommendation is based on statewide survey results (May, 1982) indicating that the following percentages of total student enrollment in the schools are not receiving formal reading instruction: grade 6, 4%; grade 7, 43%; grade 8, 61%; grade 9, 87%; grade 10, 86%; grade 11, 85%; grade 12, 88%.

Materials Published

To date, the State Reading Section has published over 400 handouts designed to meet the expressed needs of classroom teachers. Each includes practical strategies for teaching specific skills as well as classroom application of sound theory and the latest research findings.

The following guides were published and continue to be distributed with inservice to school faculties: *Reading Sampler* (revised 1983); *Metamorphosis: Challenging the Gifted Reader* (1982); *Parents, Kids, Teachers, Inc.* (1982); *Principals/Reading: The Vital Connection* (1982); *Follow The Leader: Teaching English to Speakers of Other Languages* (1982); and *OK-NEWS* (1983).

During the 1983-84 school year, state reading consultants began work on the following guides to be published in 1985: *Teaching Reading in the Content Areas; Kaleidoscope: Teaching Creative Reading, Thinking, and Writing; Mission Possible: Handling Reading Problems in the Regular Classroom;* and *Seeds of Freedom*, materials to help teachers commemorate the life, philosophy, and accomplishments of Dr. Martin Luther King, Jr.

Financial & Legal Services

Administrative Services Division

This division has within its scope multiple functions, some of which will only be identified in outline form.

The division is charged with effectually executing all administrative functions of the agency, and the recording of and accounting for money spent make up a major portion of its responsibilities. The conversion from four agencies into one has streamlined procedures and will, hopefully, reduce duplication of operations in the future. Some of the services performed under the Administrative Services Division include, but are not limited to:

1. Preparing budgets for the agency (budget work program, budget request, etc.)
2. The completion of all financial transactions (contracted, payroll, travel claims, miscellaneous claims, purchases, etc.)
3. Employment of all personnel and the assignment according to classifications (merit and unclassified)
4. Development of personnel policies (affirmative action, grievance procedures, reduction in force, etc.)
5. Other sections which make up this division include:

Media Resource Center: In addition to media education activities in the schools, this section prepares daytime programming (five days per week, 36 weeks per year) for the Oklahoma Educational Television Authority.

Word Processing: Prepares much of the material issued by the Department, including the blue book (Administrative Handbook), the red book (fund regulations), the law book, the orange directory, personnel policies, the secretarial handbook, and many others.

Printing: Printed approximately 14 million pages last year, including most of the material disseminated by the Department.

Auditing: Auditors examine and audit the expenditure of state and federal monies at the local school district level, in compliance with state and federal rules and regulations.

The information which follows is a more detailed account of each section under this division.

Auditing Section

Internal auditors from the Auditing Section audit the salaries paid to the teachers in each school district on an annual fiscal year basis. These audits determine that each teacher received the minimum salary provided by the state salary schedule. These audits also reveal any substitute teacher who teaches more than 35 days and then certification records are checked for a valid teaching certificate for these substitutes. If any are found to be non-certified, it is reported to the Finance Division.

The internal auditors also do special projects such as checking the activity funds in school districts and reviewing encumbrance ledger records. They provide a service by helping any school district that needs assistance in these areas.

Summer lunch audits are performed each year by the internal auditors on the Summer Food Service Programs. These audits include tests of the accounting and program records, site visits and a review of the sponsor's compliance with regulations that apply to this program. The scope of the examination is limited to the financial and compliance element of the "Standards for Audit of Governmental Organizations, Programs, Activities and Functions."

Since some state aid is determined by a school district's average daily attendance, the average daily membership and average daily haul, area supervisors conduct an annual audit on these records. Some school districts request additional state funds on the basis of a daily attendance increase. Area supervisors also do a mid-term audit on each school district that makes application for a mid-term adjustment each year.

Throughout the year the Auditing Section may receive several complaints from patrons about alleged irregularities in pupil attendance accounting or in spending of local district monies. The area supervisors or internal auditors investigate each complaint. When irregularities are found, reports and recommendations are made to the State Board of Education.

Periodically during the school year the Auditing Section may receive a written complaint reporting an alleged illegal student attending a particular school district. Any question as to the place of residence of any pupil shall be decided by the county superintendent of schools of the county in which the pupil contends to reside.

A list of qualified independent auditors is presented annually to the State Board of Education for approval to do the required annual independent audit on the financial records of each school district. The Auditing Section has the responsibility of reviewing these independent school audits, evaluating audit comments and determining if these audits meet standards of Oklahoma Statutes and Rules and Regulations of the State Board of Education.

Beginning with the audit year, 1982-83, the independent auditors are responsible for doing the compliance audits on the federal programs. Although our internal auditors no longer perform these audits, this change has resulted in a material increase in the work load for the Auditing Section of about 65 percent. The follow-up and closure procedures for the federal program compliance portion of a school district audit are as follows:

1. Audit reports are submitted by local agencies to the Auditing Section.
2. Auditing reviews each report.
3. Audit exceptions are reported to the appropriate State Department of Education federal program administrator.
4. The federal program administrator implements the steps deemed necessary to resolve the exceptions.
5. The action taken and/or the results of such action are reported to the Auditing Section by the State Department federal program administrator.
6. The reports of action taken and/or results of such action are placed in the local education agency's audit file and the file is closed.
7. Audit report deficiencies discovered in the process of review by the Auditing Section are resolved by notifying the independent auditor and the local educational agency concerning the particular errors and omissions and the corrections deemed necessary. The State Department of Education federal program administrator is also notified of these deficiencies.
8. The auditor submits the needed corrections and/or additional information to the State Department of Education Auditing Section. This material is filed in the local education agency's audit file and the file is closed.

Fiscal Services

This program provides the fiscal service function necessary for the operation of the State Department of Education. A computerized accounting system is maintained that includes all of the activities required to provide management with the quantified information needed for planning, controlling, and reporting the financial condition and operations of the Department.

The system includes the established accounting double-entry transactions rule which provides the most fundamental and essential internal control within the system. The goal is to increase the emphasis of upgrading the necessary data output for maintaining accurate and reliable accounting records for the administration and for federal and state auditors.

The Fiscal Services Section follows the Budget Law of 1947, Title 62 of the Oklahoma Statutes, which requires the director of state finance to prescribe all forms, systems and procedures for administering accounting for the departments and establishments of state government; Informs education officials and employees responsible for the receipt and disbursement of public funds of the principal laws governing the state's fiscal operations; and also, assists and instructs such persons in the necessary procedures to be followed.

Responsibilities are:

1. To prepare the work budget, requested budget, budget revisions and allotments.
2. To prepare monthly payrolls and distribute payroll warrants for approximately 586 employees.
3. To purchase all approved supplies, equipment, and materials; to prepare all Office of Public Affairs requisitions and contracts.
4. To pre-audit for payment all approved travel expenses and distribute warrants.
5. To pre-audit all invoices and delivery slips and prepare claims for payment. Maintain up-to-date records of all encumbered and non-encumbered obligations.
6. To act as insurance agent for all employees and process for payment and submit all bills to the group life, health and dental insurance office. Submit all worker compensation claims. Maintain individual records and files.
7. To make payment of all other approved operating expenses.
8. To prepare for deposit daily all funds received. Draw funds from letters of credit. Prepare quarterly federal reports.
9. To prepare for payment reimbursement claims to schools from federal program funds, motor vehicle driver education, Johnson O'Malley Indian education and the comprehensive health grants.
10. To prepare various legislative reports.
11. To maintain up-to-date inventory records as mandated in Title 74 of the Oklahoma Statutes.

This section presently manages 14 funds and 71 accounts and maintains financial records for 293 programs monthly and year-to-date. Work load for the fiscal year ending June 30, 1984 is as follows:

Payroll and longevity warrants: 7,482; travel and miscellaneous claims: 12,778; daily deposits: 800; purchase orders and requisitions: 1,092; interdepartmental requisitions received: 1,500; process and submit insurance claims: 16,000; federal projects to local education agencies: 2,267; workshops and inservice requests: 286; total funds disbursed:, $74,599,392.

Mail Services

The mail room of the State Department of Education has made possible in the past year the most inexpensive form of communication between the Department and the schools. It also sends and receives mail between the Department and satellite offices, state, local and federal agencies, service organizations and vendors, employees and teachers.

Mail room furnishings and routine have been analyzed and arranged to allow for the most efficient and expedient handling of the mail. As a result of this study, the mail room has been able to take on certain mail-related tasks previously done by the other sections.

Those persons handling mail in each section of the Department are being educated as to the most efficient and inexpensive postal rates to use and as to proper mail preparation.

Media Resource Center

The Media Resource Center controls and maintains all media equipment and materials housed in the OSDE. An inventory of all types of media equipment is available for loan to State Department of Education staff, and a preview room is available for screening media software and various audio-visual presentations. The Media Center staff will assist educators in the selection, use and production of educational media programs.

A professional library is maintained for educators. In addition to textbooks, encyclopedias, and reference materials, the private collection of Dr. Oliver Hodge, former state superintendent is available. The Media Center staff assists department staff with inter-library loans via the state library network.

A film/filmstrip library housing approximately 1,500 individual titles is located in the Media Center. These films/filmstrips are mailed out on the average of 15,000 per year. A catalog describing available educational materials is produced and distributed to every school in mid-September each year. Additional copies are prepared and distributed to individual teachers upon request.

The Media Center is responsible for providing the Oklahoma Educational Television Authority network (channels 13, 11, 12, and 3) with daytime programming during the calendar school year. The Media Center staff is responsible for purchasing, leasing, renting, and/or developing the programs necessary to fill each year's schedule. This year's schedule contains 98 series with 2,261 individual program titles.

Fourteen thousand instructional television schedule booklets are prepared and distributed to schools across the state. In addition, 19,500 individual teachers guides for each of the series aired are mailed to teachers upon request.

The Media Center staff is available to provide inservice training to requesting school districts. The areas of consideration are: instructional television, film/filmstrip utilization, software development, and technical equipment training and assistance.

Personnel Services

This office is responsible for a centralized personnel and affirmative action program following policies set by the State Superintendent of Public Instruction and approved by the State Board of Education. Our responsibility is to obtain and retain the best possible staff to carry out the ultimate goals of education.

State Superintendent John Folks' philosophy is to select the best possible person for each position in the department based on job-related qualifications and individual abilities without regard to race, color, national origin, ethnic background, political party, religion, age, sex, or handicap.

Duties of the section are: to ensure that all requirements of federal and state laws and regulations applicable to employment are met, and that persons have been appointed and employed in accordance with the State Personnel Act; to establish job classifications, specifications, and salary schedules; assist with annual budgets and costs for various federal projects; advertise positions, receive and process applications for employment; conduct interviews; transact all job status changes; make personnel reports and surveys; and maintain liaison with the Oklahoma Office of Personnel Management, Ethics and Merit Commission, other state agencies, and all civil rights groups.

The State Department of Education presently has 573 employees to serve the public schools of Oklahoma and the general public. Employees are provided a personnel policies handbook approved by the State Board of Education, written and distributed by this office. All new employees are given orientation and a Personnel Policies Handbook by the director of Personnel Services. A file is maintained on each employee past and present. All personnel files are confidential and available only to the individual and administrative staff.

Some of the goals of the personnel office are to improve communications within the department and to help motivate employees toward common educational goals; to know as much as possible about the inner workings of the State Department of Education, the priority goals, the goals of each section and to help further these goals in any way possible.

Printing

Printing Services performs various tasks of copy reproduction, offset printing, collating, binding, line copying, and halftone reproduction. In addition to maintenance of equipment and ordering supplies, the section maintains records of impressions and billing of xerox and printing services. The annual total of impressions is approximately 14 million copies, with an average run length of less than 200 copies.

Further responsibilities of this section include maintenance of all copiers within the State Department of Education, including all Regional Educational Service Centers throughout the state, plus ordering supplies for all machines.

Services are exclusive to the State Department of Education.

Word Processing Section

The Word Processing Section is responsible for the preparation of materials submitted by the various sections within the Department. During the last year, the section produced approximately 38,000 pages and 11,000 envelopes.

Major publications prepared by Word Processing include the *Oklahoma Educational Directory* (orange book), the *Administrators Handbook* (blue book), the *School Laws of Oklahoma*, the *Maintenance and Operations for Public Schools Manual* (MOPS), and *The State Board of Education Regulations for Administration and Handbook on Budgeting and Business Management* (red book); Professional Standards, reading guides, Gushers and Dusters, personnel roster, ITV book, filmstrip catalog, and the transportation manuals. Normal handouts include Senate Bills, financial summary, 1984 board cases, and the OCEA minutes, in addition to the regular flow of letters, envelopes and labels.

Financial Services Division

The assistant superintendent for finance in the State Department of Education is also the director of finance for public schools. He is assisted in the performance of his duties by an assistant director of finance, one coordinator, one informational representative and one secretary.

For administrative purposes the Finance Division is divided into five separate yet interrelated sections: Alternate Accounting and Budgeting; State Aid; Teacher Personnel Records; Textbooks; and Transportation, Annexation and Consolidation. These sections work in harmony with each other and the division administration to service the several functions of the Finance Division and to best accommodate the public schools of Oklahoma.

The Finance Division is charged with the responsibility of allocation, disbursement, and accounting for those monies appropriated by the legislature for public schools. Added to this responsibility is the function of acting as a consultant to many publics including public schools, patrons, local boards and legislative committees. The division is called on regularly to make interpretations of school law and State Board policy.

Annually the division plays a leadership role in the development for the State Board of Education of a detailed budgetary request to the governor's office describing the program needs of common education for the ensuing year and recommending the appropriations necessary to finance the request.

After the close of the fiscal year the division is deeply involved in the compilation of data for the *Annual Report of the Oklahoma Department of Education*. This statutory required report is made after the *Estimate of Needs and Financial Report* of each of the 615 school districts is researched and processed.

Each July the Summer Workshop for School Administrators is held in Oklahoma. This two and one-half day workshop speaks to the most critical needs in school administration. Approximately 700 school administrators attend this workshop each year.

The personnel of the division makes from eight to 20 presentations across the state addressing current school legislation in group situations.

The division communicates with public school administrators on a regular basis concerning any and all changes in the state's financial situation that will have an effect on local district finances. Personnel meets with many county and district educators each year for staff development services and as a consultant as requested. Intra-departmental communication is vigorously pursued in order to keep abreast of current policy and educational activity.

The Finance Division is the official repository of the *State Board of Education Regulations for Administration and Handbook on Budgeting and Business Management.* The division makes recommendations for periodic review and revision and keeps a supply on hand for schools, finance classes and the general public. The department also has a collection of business form samples and other items useful to the local school business office. On occasion workshops are conducted for support persons in the school business office as well as orientation conferences for new independent treasurers.

During the year the Finance Division processess approximately 25,000 requests for student transfers from one school district to another. This number consists of both regular and emergency transfers.

Interagency communication is vital and on-going in the Finance Division. Informational exchanges among the several departments of state government are essential to secure reliable data from the Tax Commission, the budget office, and the state auditor's office. The state treassurer is most important in the prompt and accurate disbursement of monies to the schools.

The sections in the Finance Division are high production units engaged in very technical and sensitive activities. The distribution of funds, the experience records of teachers, the safety of bus riders and provision for textbooks coupled with business management, accounting and reporting are demanding on the personnel involved and has resulted in high credibility.

Alternate Accounting & Budgeting Section

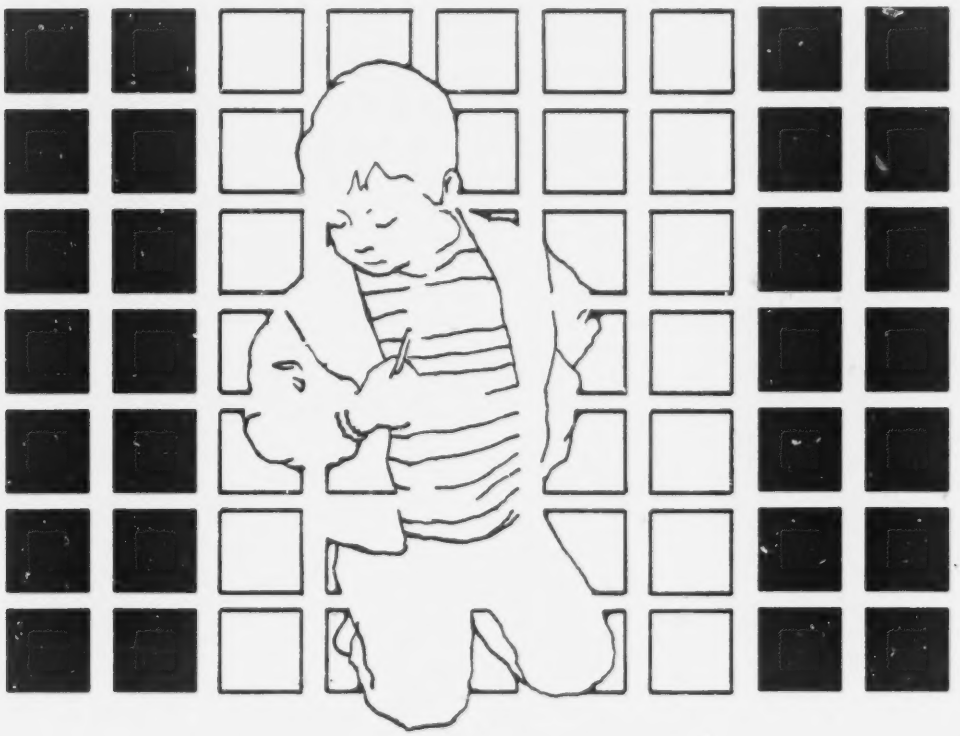
The number of schools processing their financial accounting or pupil attendance accounting by computer has doubled in the past six years. Two out of every three schools in Oklahoma now utilize some form of alternate accounting system. This section serves in a consultant capacity, observing their operation within their appropriations.

This section also oversees development of computer software for financial accounting and pupil attendance accounting, insures that proposed software meets the requirements set forth by State Board regulations, state law, and the state auditor, and recommends approval of such software to the State Board of Education for use by the schools. This includes software written or purchased by the individual school districts, for in-house use, as well as the software proposed by vendors to provide computer services to the schools. Additionally, this section serves as liason between schools and approved data centers.

The Alternate Accounting Section analyzes schools' estimates of needs, together with subsequent appropriations, to help schools get all available funds appropriated, as well as to prevent schools from over-encumbering their appropriations.

This section compiles statistics relative to common school education in Oklahoma for use by the State Board of Education, the Oklahoma Education Association, the State Legislature, the National Education Association, and the Congress (through the National Center for Education Statistics). The administrator of this section is the state statistical representative to the NEA Research Division, the Oklahoma representative to the Committee on Evaluation and Information Systems of the Council of Chief State School Officers, and the Common Core of Data project officer to the National Center for Education Statistics.

In addition, the Alternate Accounting, Budgeting & Statistical Information Section is responsible for assigning school site code numbers (both state and federal, for data processing purposes), researching school budgets for bonded indebtedness, preparing budget analyses and projections upon request, and assisting in the revision of State Board regulations and the development of potential legislation relative to school district financial accounting.



State Aid Section

The primary objective of the State Aid Section is to distribute, collect, and monitor reports from 615 school districts for making a fair and equitable allocation and distribution of state aid funds as provided by current legislation and State Board of Education policy. In 1983-84, State Aid allocated and paid $683,070,110.31 from state-appropriated money to school districts and other agencies.

The allocation and distribution of State Aid is a complicated process which requires a wealth of data from reports such as the Application for State Aid, School District Expenditure Report, Annual Statistical Report, Estimate of Needs, Attendance Audits, and Enumeration Report. This section collects and verifies statistics from these reports that are necessary for calculation of the State Aid formula as well as other line item allocations.

This information is then entered into the data bank for programming the formula. Once the allocation is made, a notice of allocation for each line item is forwarded to the school administrator, county superintendent, county clerk, district treasurer, and clerk of the board. Appropriated money is apportioned in 12 equal monthly payments and processed through the Office of State Finance for payment to the districts. The Office of State Finance forwards warrants to the State Aid Section for processing and mailing to local districts.

This section certifies to the Oklahoma Tax Commission, State School Land Commission, and to county treasurers the average daily attendance and enumeration of each school district for apportioning state dedicated revenues such as auto license, gross production tax, motor vehicle stamp tax, boat and motor license, mobile home license tax, REA tax, and school land earnings.

Each year followng the legislative session, a quarterly allotment request and a budget work program is prepared, which stipulates in what quarter money is needed for disbursement to school districts. Payments to districts for any line item can be made only in the quarter the money is designated for that purpose.

When the budget makers complete the Estimate of Needs and they are approved by each county excise board, a copy is forwarded to the State Board of Equalization. Usually in October, three of the staff spend approximately three months compiling income sheets from the Estimate of Needs for each district. The income sheet reflects actual collections from all sources for the prior year, current valuations, and estimated appropriations for the current year. These forms are sent to 77 county superintendent offices for distribution to schools.

During the legislative session there are numerous requests for research of how a piece of legislation might effect the districts across the state. As these print-outs are prepared by the Data Center, they are sent to State Aid to be verified and checked for accuracy prior to being released. In 1983-84 165 legislative print-outs were verified and checked.

The State Department of Education publishes an Annual Report of all statistical information in reference to school districts. The State Aid Section is directly responsible for 173 pages.

Teacher Personnel Records Section

The Teacher Personnel Section has a staff of six and maintains a record of years of experience, salaries, certificate numbers and degrees of every teacher teaching in the public schools of Oklahoma--40,000 active records.

Both active and inactive records total around 114,000. Records in this office date back to the 1914-15 school year. The records from that time through 1930-31 are on microfilm, and those from 1931-32 through the present school year are bound in books, by county and district.

The year begins with mailing out the pre-print personnel report by August 20 to all school districts and county superintendents. They must be returned by October 15 and each one is checked and worked. This is usually completed in December.

After the pre-print is finished and all information has been updated by computer, a reprint copy, called the Final Personnel, is sent to this section. These reports are mailed to the superintendent and county superintendent of each district for their approval. After signing and notarizing this personnel, he or she returns it and any added teachers or changes that have been made are checked.

A supplemental form is used for districts to report any changes that occur after returning the final copy of the personnel report. Substitute teachers teaching more than 35 days during the school year must also be reported on the supplemental form. These reports have to be checked and worked just as the other personnels.

A visible index file has been set up by the Teacher Personnel Section, by certificate number, showing the varified qualifications, teaching experience and military service for every teacher who has taught in Oklahoma since the year 1949-50. Records are now on computer and each employee has a desk-top terminal. By entering the teacher number, the individual teacher's record will appear on the screen showing the year, state, county, district number, months employed, position held, annual salary, qualifications and the accumulative teaching experience.

The teaching experience for former Oklahoma teachers now teaching in other states is given on request.

Information is also available to superintendents and boards of education relative to qualifications and experience of prospective employees.

Service is also rendered to the Teacher's Retirement System.

When a deficiency between the salary being paid to a teacher and the legal minimum for which that teacher qualifies is found, the Teacher Records Section will notify the superintendent of the district that just compensation must be made to that teacher.

Support personnel records of job function, current salary, number of months employed and social security number are also maintained and checked for accuracy.

The Teacher Personnel Records Section maintains a print-out of all entry year teachers to provide information to other sections for payment of consultant fee.

This section microfilms all documents requested by the various sections of the State Department of Education, and maintains a record book of dates documents were filmed and section requesting microfilm. All films must be edited before a duplicate roll is sent to the Archives Record Management Division.

An annual report for Legislative Handbook on number of teachers teaching in Oklahoma and average salary is compiled, as are the salary schedules of all districts in the state as per law by December 15 each year.

Throughout the school year this section is constantly checking the accuracy of the Teacher Personnel Records.

Textbooks Section

The Oklahoma textbook system was established by an act of the 21st Legislature and became effective July 1, 1948. The law was based on an amendment to Section 6 Article XIII of the Oklahoma Constitution. This amendment directed the legislature to provide a system of free textbooks for use by all pupils in the common schools of the state. The amendment required the governor to appoint a State Textbook Committee whose duty is to prepare an official multiple textbooks list for use in the common schools of the state.

The State Textbook Committee is now comprised of 13 members. Two members are appointed from each of the six congressional districts. All must be certified educators with at least five years experience. The thirteenth member is a lay citizen educator not having a teaching certificate and having at least one child in the Oklahoma public school system. The committee must contain a majority of classroom teachers. Each member serves a three year term. The terms are staggered with four new educators being named each year and the lay member every third year.

The responsibility, as defined by law, of the State Textbook Committee is to select up to 10 textbooks or series of textbooks for each subject for a period of not more than five years. The consideration process begins each year the last two weeks in May when a call-for-bids is issued to all publishers inviting them to submit their materials for adoption in those subjects called. During 1983-84 the State Textbook Committee considered materials in science, fine arts, remedial reading, speech and journalism.

Bids must be received before August 15. Samples of all items bid are furnished to the Committee and their advisors as well as to the State Textbook Section and to six congressional review centers. Materials are available to the public and during the last two weeks in October public hearings are held before the State Textbook Committee. Then, before December 1, the committee meets and adopts textbooks.

Immediately upon completion of the adoption process the Textbook Section prepares and distributes to all school districts in the state an official adoption list. A system of samples for evaluation purposes is available to all schools through the textbook office. These samples must be requested by requisition from the school no later than November 30 each year and shipment will be made to requesting schools after January 1.

Local school districts go through their own textbook adoption process as required by law before June 1.

When the legislature appropriates money annually for textbook purchases, money is withheld in the textbook office for rebinding, freight and handling and for the replacement of textbooks destroyed by fire, water, tornadoes or other natural disasters. The 1983-84 appropriation was $9,873,900 or $15.70 per student enrolled in a common school in the state. In addition, a supplemental textbook appropriation furnished $2.64 per student directly to the school districts to purchase textbooks and instructional materials.

During the 1983-84 school year 10 claims totaling $5,212.84 were processed for rebinding adopted textbooks. For the same period, 10 schools required replacement of materials destroyed by fire, water or tornadoes. Those claims totaled $67,334.70. Unused money withheld from appropriations for rebinding, replacement and freight and handling was carried forward to the 1984-85 school year and added to the new appropriation before its allocation.

The Textbook Section processes all correspondence authorized by the State Textbook Committee. This includes calls-for-bid, calls-for-substitution, bid processing, contracts and bonds between the state and publishers, verification of contracts and bonds with the attorney general, filing of contracts and bonds with the secretary of state, notifications to schools of new adoptions or procedures, sample requests and incidental correspondence.

Another responsibility of the Textbook Section is the development and distribution of the Annual Textbook Requisition. After these requisitions are returned to the section they are processed along with subsequent supplemental requisitions for textbooks. During the school year the Textbook Section processes approximately 3,000 requisitions.

The Textbook Section has the responsibility of maintaining a smooth and effective textbook evaluation, selection and distribution process. Effectiveness influences the most important aspect of the system: the quality of education for the students in Oklahoma.

Transportation Section

The Transportation, Annexation, and Consolidation Section of the State Department of Education has several services that it offers to Oklahoma school districts.

Official maps of each school district are on file and kept up-to-date. Any time an annexation order from any county superintendent in the state is received, the official map is changed along with filing the order in a set of permanent annexation books located in the transportation section. Many annexation questions are handled through this section and annexation forms are dispersed to schools and county superintendents that need to move forward with annexations.

This section also responds to any requests for consolidation feasibility studies. A team of State Department of Education personnel visit the schools and make recommendations on what they have found. If a school district votes to dispense and join with another district, those official records are kept in this section. The same would hold true if two districts consolidate into one. Those records and maps of the district are also on file.

In the area of school bus transportation, several areas of service are available. School bus drivers are certified in 83 workshops held across the state. They are given 20 hours of instruction and must pass written tests given by the transportation specialists and a drive test administered by the Department of Public Safety at the end of the workshop in order to be certified. The certification is valid for five years, at which time a driver must attend a Tuesday session at one of the workshops for re-certification.

Each school bus in the state is also inspected on an annual basis to make sure it is in good operable condition for the daily routes and also for activity trips. If any bus has a deficiency, it is reported to the office by a field specialist and the school must reply in writing when the proper repairs have been made. Each driver certification is also checked at this time along with a current phuysical which is required each year.

This past year, approximately 6,400 buses and driver certifications were checked by the transportation specialists. Transportation maps are required for all 615 districts on a biennial basis. Approximately half of the maps are sent in each year. The western half of the state on odd numbered years and the eastern half on even numbered years. The maps have the outline of the district plus all routes drawn, number of miles traveled, stops made, and children hauled, which is used in part to determine their transportation grant.

This section is also responsible for obtaining a price list for school bus bodies and chassis as required by the State Board of Education. This is a maximum price that a school district may pay for a school bus. These bodies and chassis must also meet all federal and state safety requirements. Close contact is maintained with these vendors to share pertinent information about upgrading safety standards of school buses.

After a school bus is purchased by a school district, a copy of the invoice is submitted to this section to make sure a district was not overcharged for the school bus.

The office personnel process all the information received from the school bus driver training workshops, inspections, accident reports, and verify certified drivers on the support personnel report. They enter this information on the computer to use during the current year and also for future reference. This information is dispensed in many different ways in safety reports, statistical reports, help in family estates, information to attorneys, oil companies, school districts, and is used as expert information and sometimes testimony in the courtroom.

This year, 4,000 school bus driver certificates along with their drive records will be processed. Six thousand, four hundred school bus inspections will be put in the data bank along with 384 accident reports. This information is not only used by the State Department of Education, but also by legislators, members of the media, individual school districts, and several national safety organizations.

The transportation section helps schools to interpret the state law as well as State Board of Education regulations to get their most precious commodity, the children, to and from school as safely as possible.

Federal/State Programs Division

School Lunch Division

The State Department of Education's School Lunch Division administers the National School Lunch Program, School Breakfast Program, Child Care Food Program, Summer Food Service Program for Children, Special Milk Program and Nutrition Education and Training Program. These programs are all part of the child nutrition programs which are federally administered by the U.S. Department of Agriculture.

The purpose of the National School Lunch Program is to improve the health and well being of the school children of Oklahoma by offering a nutritionally adequate, acceptable lunch for all students. Surveys show that many students do not consume an adequate lunch and that there is a correlation between diet and performance in the classroom. The National School Lunch Program was in 1,845 public schools and institutions with an average daily participation of 332,941 in 1983-1984. A total of $32,730,543 in federal funds and $6,904,313 in state funds was reimbursed to these schools and institutions. This reimbursement was for the approximately 57,706,316 lunches served last year. All of the public school districts in Oklahoma participate in the National School Lunch Program.

The purpose of the School Breakfast Program is to make a breakfast available in schools for students who for various reasons come to school without an adequate breakfast. There is documented evidence that students who do not eat breakfast do not perform well in the classroom. There were 711 public schools and institutions with an average daily participation of 51,377 in the program for 1983-84. Federal funds were reimbursed to these programs in the amount of $4,657,877. Approximately 8,962,172 breakfasts were served last year.

The Child Care Food Program funds meal service in eligible non-profit food service programs for children in non-residential institutions which provide child care. The Child Care Food Program presently reaches 160 institutions that operate 344 facilities and six sponsoring organizations that operate 454 day care homes. The facilities serve approximately 16,000 children a day. A total of $4,372,273 was reimbursed to the participating programs in Child Care Food Programs last year. The Child Care Food Program also provides training for food service personnel to create an awareness of good nutrition for children. Fourteen workshops were conducted in 1984, reaching approximately 600 people.

The Summer Food Service Program for Children is available to children 18 and under who would otherwise be deprived of the food assistance they get at other times of the year in the National School Lunch Program and the School Breakfast Program. Persons over the age of 18 but determined by the state or local education agency to be mentally or physically handicapped and participating in a public program established for the mentally or physically handicapped are also eligible. In 1984 the Summer Food Service Program for Children consisted of 27 sponsors and 67 feeding locations. Approximately 4,580 children received the benefits of this program daily. Twenty-seven sponsors were reimbursed in the amount of $362,936.

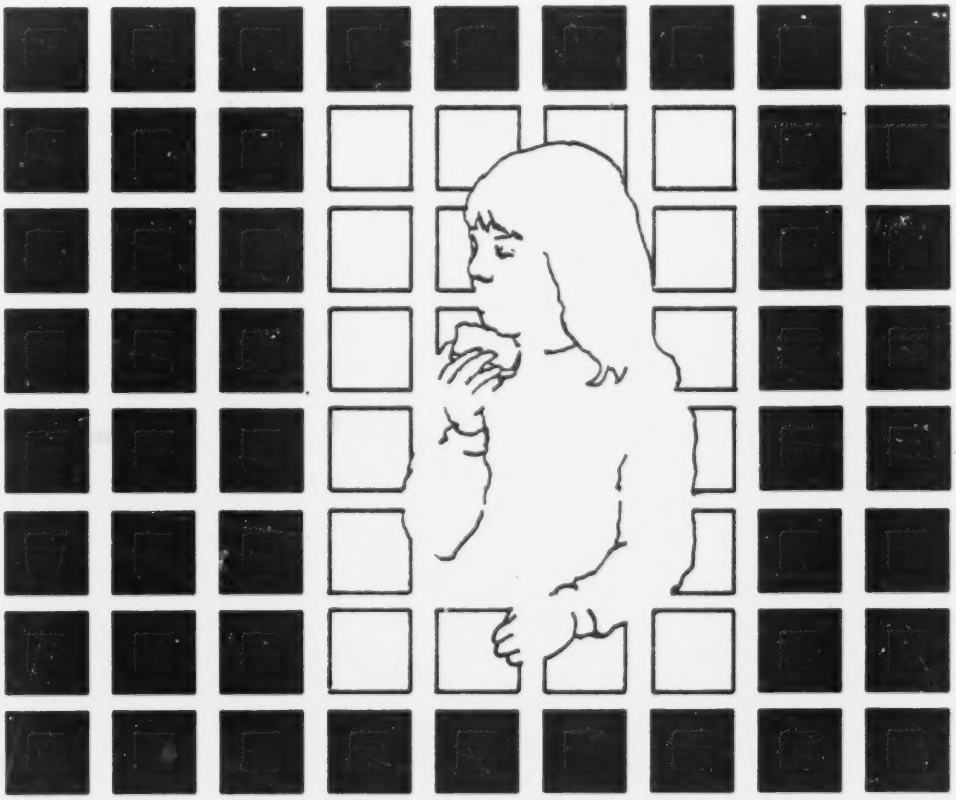
The purpose of the Special Milk Program is to ensure the availability of milk to children, to reduce the price to children who pay for their milk and to serve milk free to eligible children under USDA guidelines. There has been a major decrease in participation in the Special Milk Program over

the last four years because of the Omnibus Reconciliation Act of 1981. In FY 84, $9,168 were reimbursed for approximately 97,837 half-pints of milk served.

The Nutrition Education and Training Program has been operated by the School Lunch Division since 1978. The purpose of the program is to instruct teachers, students and food service personnel in sound principles and practices of food service management, and develop and use classroom materials and curriculum. The curriculum guide, *Creative Nutrition Education, An Integrated Approach, K-6,* is currently being distributed statewide. Approximately 10,000 copies have been distributed to date.

An instructional television series for middle schools was aired during the spring semester of 1983-84. Audio visual materials pertaining to nutrition and good eating habits have been purchased by the Nutrition Education and Training Program and made available through the Media Resource Center of the State Education Department.

The Nutrition Education and Training staff plans, coordinates and provides resources for workshops taught during the summer months. The workshops are taught by the consultants in the National School Lunch Program and School Breakfast Program with attendance coming from the participants in these two programs. During the summer of 1984, 2,298 persons attended these workshops.



Special Education Section

"Handicapped children" means those children properly evaluated as being mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

"Special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.

The Special Education Section assisted local schools in the provision of appropriate educational services for 65,867 handicapped students during the 1983-84 school year. This assistance included services such as: in-service; on-site reviews; technical assistance; review and recommendation of local district applications for P.L. 94-142 federal funds; review and recommendation of all special education transfers; review and recommendation of modified program requests; coordination of interagency special education related activities; processing, coordination and supervision of due process hearing and appeal reviews; review and recommendation of local school applications for homebound funding; review and recommendation of local school and state institution applications for P.L. 89-313 funding; coordination for registry and deaf-blind programming.

To aid in the timely dissemination of information, the Special Education Section developed the following publications for distribution:

Serving the Mentally Retarded Child in Oklahoma; Serving the Learning Disabled Child in Oklahoma; Policies and Procedures Manual for Special Education in Oklahoma; Visually Impaired Students in the Regular Classroom: A Resource Book; Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma; Child Count Data: 1983-84; EHA-B Policies and Procedures Booklet; Special Education Programs Survey; and *Due Process in Special Education Guidelines for Parents and School Administrators.*

The publication, *A Survey of Current Placement Practices and Eligibility Criteria for the Learning Disabled Child in Oklahoma,* was the result of concerns expressed by educators and parent advocacy groups concerning placement criteria for children with suspected learning disabilities.

The manual, *Serving the Learning Disabled Child in Oklahoma,* was well received by the schools and inservice, and based on the content of the manual, was a year-long project of service to the schools. Five thousand manuals were distributed.

In the area of federal funds and related activities, the section processed and made final recommendations for a total of 292 Education of the Handicapped Act - Part B (EHA-B) and 10 Preschool Incentive Project applications, and coordinated activities and funding procedures for five Title VI-C (Deaf-Blind) regional subgrants. The section provided inservice and technical assistance to auditors of all special education projects.

P.L. 89-313 federal funds provided financial assistance for programs to meet the special education needs of 1,660 handicapped children. These children were residents in one of the approved 12 state institutions or they had transferred from one of these institutions and were enrolled in a local education agency.

"Speech or language impaired" students received increased attention. The section emphasized awareness and management of school age language-learning disordered students. Technical assistance was intensified to help local school personnel establish criteria for identifying, evaluating, and serving students in appropriately designed programs.

Special services provided reimbursement to local schools in six areas of service during the 1983-84 school year.

Homebound: Approximately 2,371 children were provided academic instruction while they were unable to attend school due to illness.

Therapy: Reimbursement was made to local schools for 22 occupational or physical therapists.

Transportation: Approximately 2,690 handicapped students were provided unique transportation arrangements for 1983-84.

Deaf-Blind: Payments were made to schools in educating approximately 48 students.

Physically Handicapped: This area of reimbursement helped local schools to make special provisions in regular and spe-

cial classrooms to accommodate approximately 379 physically handicapped students.

School-to-Home Telephone Systems: Served 2 students for the 1983-84 school year.

Also through special services, the section called on the resources of the American Printing House for the Blind to provide large-print books, braillers, talking books, recorders, stimulation kits, and other visual devices in educating legally blind students.

On-site reviews by the State Department of Education teams composed of area supervisors, regional education service center personnel, and Special Education Section coordinators were conducted in 209 local schools during 1983-84. These reviews were used as opportunities for mini inservice sessions with several hundred administrators, teachers, counselors, and others involved in special education programming.

Handicapped children early education programs received considerable attention by the section. Six thousand handicapped children, ages 0 through 5, were served during the year by local schools or through collaborative arrangements with Head Start and other child care provider agencies. The section also supported the State Department of Health with the Infant Transition Project and the Ozark Tracking Project to aid in the provision of appropriate educational services.

During the past year 121 families of hearing impaired infants and preschoolers were served by 74 Project ECHO (Enriching Children's Hearing Opportunities) parent advisors. Eighty-five supervisory contacts and 55 referral contacts were made by Project ECHO coordinators. Thirty-two new parent advisors were trained in four workshops totaling 48 hours of training time. In addition, four parent advisors were trained individually and 12 hours of inservice training were provided to 23 experienced advisors.

Other activities included the provision of inservice training in the field of hearing impairment to 200 professionals, 227 college students, and 550 school children; and the provision of technical assistance to 12 local education agencies, two community agencies, a hospital, and the State Department of Health (development of the newborn hearing screening program). Contacts were made with 307 professionals in efforts to provide leadership in the field, and contacts with 405 individuals were made in efforts to promote awareness of the handicap of hearing impairment.

Services provided by the Regional Preschool Program have been broken down into service units. Participation in one program component by any family member counts as one service unit. A total of 14 families were served during 1983-84 in the following areas:

SERVICE UNITS

Preschool Classroom	891
Home Intervention (weekly visits)	188
Parent Group Meetings	208
Sibling Education	182
Family Activities	95
Parent Resource Library	86
Mom's Night Out	106
Parent Support Group	114
Audiological Management	40
Infant Stimulation	46
Parent in Classroom	36

Regional Education Service Centers

The State Department of Education sponsors 20 Regional Education Service Centers throughout Oklahoma, thus making services available to all areas of the state. The RESCs were authorized by the Oklahoma Legislature in Senate Bills 581 and 704.

The State Department of Education Centers offer the services mandated by law and the State Board of Education. Professional assistance is provided to local school districts aimed toward the improvement of instruction for students.

During the 1983-84 school year the RESCs provided basic services which included, but were not limited to the following:

Student Appraisal

The Regional Education Service Centers have the responsibility for coordinating educational screening as mandated in the Prescriptive Teaching Act of 1974.

The total number of students grades K, 1 and 2 screened was 127,183.

The RESCs also provided individual diagnostic and evaluative services for students exhibiting an exceptionality in one or more areas.

The total number of students grades K-12 individually evaluated by the RESCs as potentially handicapped was 18,406.

The number of students grades K-12 individually evaluated for gifted was 5,762.

Media

All RESCs maintained a media library for the purpose of providing a lending service. Media catalogs were available at schools throughout each region. Loan periods generally ranged from two weeks to one month.

Each RESC provided teachers with materials for meeting the needs of exceptional children. Specially designed materials were provided on a prescriptive basis to classroom teachers working with students with an identified exceptionality. Media materials were available to all regional teachers after the needs of exceptional children were met.

The total number of teachers using media from the centers was 5,862.

Individualized Learning Plans

For students identified as exceptional, the RESCs provided prescriptive teaching plans for classroom teachers.

The number of individualized learning plans written for students in regular classes was 7,501.

The number of individualized learning plans written for students in special education classes was 9,415.

The centers also provided consultations for educators and parents working with, or having exceptional children.

The total number of individual consultations with teachers and administrators was 39,313.

Staff Development

The RESCs assisted in organizing and presenting workshops, conferences, institutes and other inservice programs for teachers, administrators, parents and others working with students who have special needs.

These programs emphasized the awareness, utilization and adoption of appropriate materials, learning theories, research findings and other educational topics.

The total number of group inservice sessions conducted was 1,189.

A close working relationship is maintained with the teacher training institutions thus making current and up-dated information readily available to students and to teachers continuing their education.

Three times each year the RESC staff participates in the administration of teacher competency evaluations.

Coordination of Educational Services

The Regional Education Service Centers assist in the improvement of present services for students, provide leadership in the expansion of education services and in curriculum development.

Interagency meetings are another vital function provided by each RESC for the purpose of facilitating expanded services to students.

At the request of the governor, each center coordinates two meetings a year which provides an opportunity for agencies to exchange information regarding services available, establishes a contact person, and assists in eliminating the duplication of services.

Federal Programs Administration

Federal funds provide services to many segments of the educational community where special needs or problems exist. Many of the federal programs are designed to serve in the alleviation of problems identified by Congress to be of a national interest and some are aimed at regional or state problems. Federal funds are supplementary to state and local resources and were never intended to be a replacement.

Approximately 8.25 percent of the revenue available for education in the public schools of Oklahoma in 1982-83 came through 20 program grants. This percentage has been as high as 12 percent in past years. The State and Federal Programs Section of the State Department of Education is responsible for administering and monitoring the programs initiated in the 20 program areas. In 1983-84 the state education agency administered grants to Oklahoma local education agencies directly from the federal government for Indian education, school lunch, vocational-technical education, and bilingual education.

The Federal Programs Division of the State Department of Education provides technical assistance to local education agencies in all program areas through workshops, printed information and consultants. This division has a full-time equivalency of 103 professional and support staff. The cost of administering the federal and state programs assigned to this division; for providing workshop and technical assistance to local education agencies amounted to approximately $3,453,060 in 1983-84.

The categorical nature of federal financial assistance programs administered by the State-Federal Programs Division imposes that companion funds be used to achieve specific objectives. The first responsibility of the State Department of Education is to prepare and develop state plans of operation which are subsequently to be approved by the U.S. Office of Education. A state plan is an administrative pattern for state operation and must be consistent with the federal law and federal regulations. Subsequently, the State Board of Education, upon the recommendation of the State-Federal Programs Division, approves state regulations for program implementation. Such regulations must be consistent not only with federal law, but also state law, and State Board of Education policies.

Section administrators have the prime responsibility for preparing information relating to these programs, also application forms and other documents necessary for school district utilization. A section administrator typically prepares and disburses guidelines and elicits application forms and related materials; receives applications from school districts, and recommends their approval to the State Board of Education; works with the Fiscal Services Section in disbursing funds; monitors local projects, assists in evaluating the success of programs funded from federal sources and inter-relates these programs with programs funded from other sources.

Besides the categorical nature of the federally-financed programs, they inherently serve as catalysts for change in the processes of elementary and secondary education methods thus dramatically encouraging department from tradition. Quite appropriately, these funds are to be used to supplement and not supplant state and local funds thereby commanding that districts maintain their financial effort.

Adult/ Community Education Section

The Adult Basic Education program provides for the teaching of basic courses to all adults that have not achieved the ninth grade level in education. People attending these classes must be 18 years of age, except in special cases, and must not be attending public schools.

The Adult Basic Education program in Oklahoma is designed to meet the individual needs of adults. Through this program, adults are provided opportunity to acquire knowledge and become proficient in using skills that will assist them in becoming better citizens, better employees, better homemakers and more productive individuals.

The Adult Basic Education program deals with the total concept of continued learning for personal effectiveness and good living attitudes, knowledge, and skills. Adult Basic Education is administered by the State Department of Education through 40 adult learning centers. A learning center is basically an area (building, room, rooms) where facilities, materials, personnel, and students come together to service the educational needs of individual adults on a scheduled or unscheduled basis. It may be used by one adult for enrichment, another for reinforcement and another for remediation. The learning center is for all adults 18 years and older who want and need educational improvement.

From each adult learning center there are many classes held in satellite areas. Throughout the state there were 632 classes. During the school year of 1983-84 there were 14,801 students in the total program.

Through the Adult Education and Community Education Section the State Department of Education issues certificates of high school equivalency to adults who make application for the General Educational Development Test (GED) through an adult approved center. Applicants must be 18 years of age or older and not attending the public schools. A 17-year-old may take the test with permission of his/her legal guardian and the high school principal or superintendent of the school in the district in which the student lives.

In this program during 1983 there were 6,853 certificates of equivalency issued to people who had not received a high school diploma. Since 1965, the beginning of the program, there have been 88,323 certificates of equivalency issued in the state of Oklahoma through the Adult Basic Education program. The program is funded 90 percent by the federal government and 10 percent by the state.

The Adult and Community Education Section also administers the Community Education Program.

Community education is based on the philosophy that all citizens have an inherent right to participate in their community to the maximum of their ability and have the opportunity for self-fulfillment during ail stages of life.

The Oklahoma State Department of Education considers the community education programs an excellent opportunity to foster greater efforts at meeting the special needs of many target groups in Oklahoma, and an opportunity for the schools and communities to build a closer liaison for mutual benefits.

The FY-85 appropriation of $399,833 funded 45 programs, 42 continuations and three new programs. These funded local education agencies will serve in excess of 130,000 participants in the coming year.

The community education concept was sanctioned as an official part of the State Department of Education in October, 1977, with the employment of the first state coordinator of community education with federal funds.

Community education funds provide for the improvement and expansion of existing K-12 programs. Community education in Oklahoma provides the incentive for some communities to provide a climate for lifelong learning. A major benefit is that of weaving together the three facets of a student's environment--the home, the school, and the community.

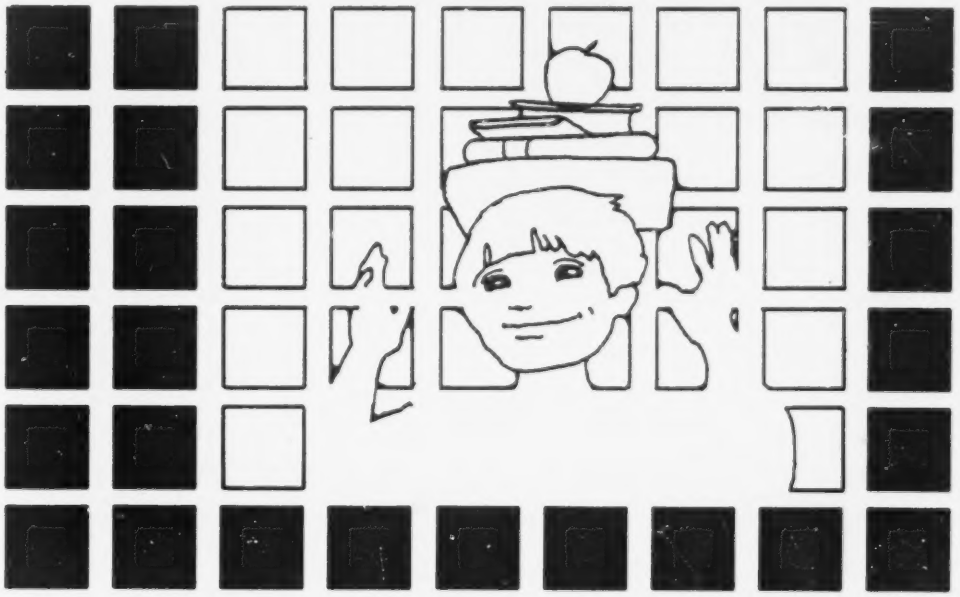
Compensatory Education Section

The Compensatory Education Section, more commonly called the Chapter 1 section, administers federally funded programs under Chapter 1 of the Education Consolidation and Improvement Act of 1981. The major goal of the Compensatory Education Section is to assist local education agencies to design programs resulting in an improved achievement level of children residing in and attending eligible Chapter 1 attendance area schools, of neglected and delinquent children residing in state institutions, of children of migrant farm workers and of handicapped children in the state schools for the handicapped.

In fiscal year 1984, 587 of the state's 615 school districts implemented programs under the direction of this section. Chapter 1 projects are planned and implemented on the basis of identified pupil needs and revealed by an annual needs assessment. Project components generally consist of such academic programs as remedial reading, remedial math and language arts.

The state education agency receives an allocation for each of the Chapter 1 program needs such as migrant, handicapped, neglected and delinquent, etc. The allocation is broken down by county sub-totals by the U.S. Department of Education. The State Board of Education developed regulations governing the procedures for making sub-county allocations. For fiscal year 1984 Oklahoma's total Chapter 1 grant award was $33,939,623. This total grant award was distributed to local school districts in the following amounts: $1,837,107 to schools implementing programs for children of migrant farm workers; $952,911 for programs assisting institutionalized handicapped children; $546,319 for programs assisting neglected or delinquent children in state institutions; $30,267,250 for programs assisting children attending eligible Chapter 1 attendance area schools; and $336,036 for state administration.

In seeking to achieve its goal, the Compensatory Education Section assists school administrators with the process of identifying needs of eligible children and designing programs to meet those needs. The state education agency staff reviews and approves the local education agencies' applications, assists in program evaluation and monitors select programs in an effort to bring about positive changes in compensatory education programs. Monitoring is done on-site which enables the Chapter 1 staff to review programs in operation, identify potential compliance problems and gives the state education agency an opportunity to provide technical assistance in correcting problems.



Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act was enacted as part of Subtitle D of Title V of the Omnibus Budget Reconciliation Act of 1981 (P.L. 97-35).

Chapter 2 authorizes state and local education agencies to use their funds for any purpose of the education programs consolidated by the act and identified in subchapters A, B and C. The 28 program purposes listed below are the programs local districts may use their Chapter 2 allocation to supplement, based upon identified local needs. Chapter 2 funds may be used to supplement critical assessed needs through the purchase of resources--salary or contracted services; equipment; materials and the promotion of professional development services and resources. The local education agency application contains a summary of identified needs, goals, objectives, activities, evaluation plan and a budget.

Chapter 2 Education Program Purposes

Subchapter A: basic skills development, reading, mathematics, written and oral communications.

Subchapter B: educational improvement and support services; instructional materials and school library resources (includes those resources to be placed in the library for recirculation by students and staff); programs to support minority children; guidance, counseling and testing; improvement in local educational practices; emergency school aid act; teacher training/ inservice.

Subchapter C: special services: metric education, arts in education, preschool partnership, consumer education, youth employment, law-related education, environmental education, health education, correction education, dissemination of information, biomedical science, population education, international understanding, community schools, gifted and talented, educational proficiency standards, safe schools, ethnic heritage, career education, desegregation training and advisory services.

Supplementary materials, resources, equipment and expenditures otherwise are utilized through the program it supports, i.e., resources, special efforts and emphasis in science, social studies, math, language, high technology or other curricula content areas should be addressed through basic skills development, a special project, or improvement in local educational practice. Through these programs, emphasis on curricula content in an instructional setting are fully addressed.

The state education agency receives an annual allotment from the U.S. Department of Education based upon the annual appropriation by Congress and the number of students aged 5-17 in the state as determined by the 1980 Census.

Funds allotted to the state for local education agencies are distributed based on an approved formula in the form of an allocation. Participation packets are mailed annually to each local education agency in July. Applications are due in the Chapter 2 office by October 1. Participation is voluntary. Private-nonprofit school children are eligible to participate on an equitable basis. This is accomplished through application processed with the public school district in which the nonprofit school is physically located.

The formula distributes: 80 percent of the local education agency funds based on average daily membership; five percent on the basis of the pro rata number of special education students served; five percent on the basis of school size in an inverse relationship of all school districts in the state; 5 percent on the basis of student sparsity.

The governor recommended to the State Board of Education a 22 member Educational Block Grant Advisory Committee that is active in advising the state education agency on the formula for distributing funds and other phases of Chapter 2 implementation and administration.

The school year 1982-83 was the first year funds were available under ECIA Chapter 2; 570 public and 52 private nonprofit schools participated, spending $4,300,270 of the $4,386,915 allocated to local education agencies. In 1983-84, 562 public and 54 private nonprofit schools spent $4,386,917 of the $4,559,473 allocated to local education agencies. Districts' unclaimed allocations are reallocated to all districts with the next fiscal's funds.

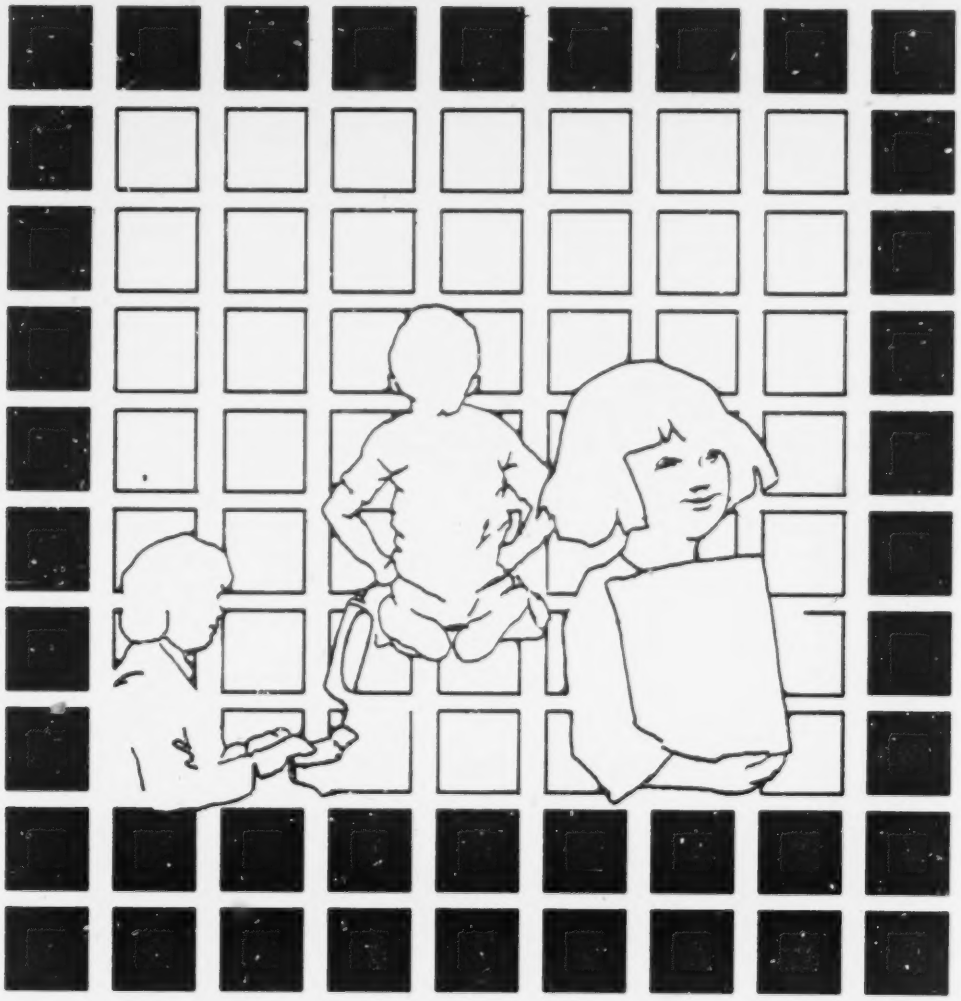
Dissemination is accomplished through articles in the *Oklahoma Educator, Superintendent's Newsletter,* and *Chapter 2 Notes.* Chapter 2 also co-sponsors an annual Education Fair that can be used to promote and keep innovation in education.

Library Resources

The Library Resources Section is a section within the Federal Programs Division. It was formerly under one administrator with ESEA Title IV-B. The Library Resources Section has four professional library media specialists who are available for technical assistance to local education agencies in all areas of library media services. Requests for help have been received for facility design, materials and equipment selection, new technologies for library management, long range planning, utilization of library resources by teachers and reference and study skills.

Since 1978, the state Legislature has appropriated funds for competitive grants for schools to develop new library media centers or improve existing ones. The 1983-84 appropriation was for $1,967,998. This funded 40 new projects and continued 130 others for a total of 170 projects. Since the Library Improvement Program began in 1978, $6,532,998 has been appropriated for 246 projects. Evaluation of these projects have shown that the presence of media programs and media professionals produced gains in student achievement scores.

The Library Resources Section conducted 46 inservice workshops for teachers, library media specialists and administrators throughout the state. These workshops covered all areas of library media services. Many of the workshops introduced librarians and teachers to the new curriculum guide, *Stacks of Ideas*. This guide covers reference, study skills and reading motivation activities for use within the curriculum.



Indian Education Section

The position of the Indian Education Section of the State Department of Education is that of educator, counselor, leader, advocate and friend of the Indian student in Oklahoma. It maintains records of Indian children enrolled in public schools, verifies the degree of Indian blood necessary for enrollment in specific programs, maintains financial records of programs being implemented in the schools and provides technical assistance to the schools and the Indian parent committees. It established links of communication, keeping them open to maximize the involvement by parents, tribal leaders and ultimately, the students themselves, in their own education.

The Eastern Oklahoma Johnson-O'Malley program is administered through the Indian Education Section, whose funds are provided by a contract with the Bureau of Indian Affairs. Eligible students must be verified as 1/4 degree Indian blood, or more.

In the implementation of P.L. 92-318, Title IV-A, we act as liaison and provide technical assistance to schools, parent committees, provide inservice training for funded staff and work in the area of curriculum development. Title IV-A is for students of Indian descent.

The Indian Education Section is involved annually with many training programs such as student computer institute, student leadership, para-professional staff training, student art institute, professional/paraprofessional counselor training, and Indian Parent Committee training. Each year we conduct 12 regional area-wide conferences in the interpretation of federal regulations, designing of components to be funded, developing applications and working with schools and Indian parents in cost effective, meaningful academic experiences for Indian students.

Our outstanding accomplishment for 1983-84 school year was the development of a course of Indian studies, *Oklahoma's Indian People: Images of Yesterday, Today, and Tomorrow*. It was accredited by the State Board of Education for the seventh and eighth grade levels. This was vitally needed as a supplement to the social studies program in Oklahoma schools. It has been well received within our state schools and is receiving national prominence. It has been disseminated state wide.

The Indian Education Section's effort is accomplished through a director, assistant director, an executive secretary, one additional secretary, a coordinator of accounting and reporting, and seven field-based program facilitators, who work in areas with a high concentration of Indian students, serving 329 school districts in 61 counties, for a total of 75,000 students of Indian descent.

Multicultural Equity Programs

An overall goal of Multicultural Equity Programs is to help all students reach their potential. Educational options should not be limited by sex, age, ethnicity, native language, socio-economic level, or exceptionality. Multicultural Equity Programs provide Oklahoma educators with appropriate technical assistance, teacher training activities, and resources to promote equal education opportunity in the state.

Multicultural Equity Programs consist of the following four federally-funded projects: Bilingual Education (Title VII ESEA) and National Origin (Title IV-CRA), administered by the Bilingual Education and National Origin Sections of Multicultural Equity Programs; Race Desegregation (Title IV-CRA), administered by the Human Relations Section of Multicultural Equity Programs; and Sex Desegregation (Title IV-CRA), administered by the Educational Equity Section of Multicultural Equity Programs. The following is a summary of purposes and services available of each of these four individual projects.

Bilingual Education/National Origin

Bilingual Education, Title VII of the Elementary and Secondary Education Act is a competitive, direct grant program administered by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. Grants are awarded to local education agencies, institutions of higher education and state education agencies for instructional programs for limited English proficient (LEP) students and for training programs for teachers and parents of LEP students.

During 1983-84, 18 Title VII projects were funded in Oklahoma with a total allocation of approximately $2,359,000. These projects, representing Hispanic, Asian, Native American and other language groups, served more than 4,000 students from kindergarten through twelfth grade. The number of projects funded as well as the number of students served is likely to increase during 1984-85.

The main goals of the state's Bilingual Education Project are to disseminate information, coordinate activities, and provide technical assistance to districts who have received Title VII grants. Assistance is provided upon request and based on needs identified by grantees as central to meeting project goals.

Services available annually through the Bilingual Education Project include technical assistance to Title VII projects in such areas as: language assessment, program implementation, staff training, and materials development, coordination of services to projects through the Multifunctional Service Centers and other agencies, acquisition and distribution (on loan basis to Title VII projects only) of supplementary instructional and resource materials, and program development assistance to districts seeking Title VII funds.

The National Origin Project, in Title IV, Civil Rights Act of 1964, is to assist local education agencies in providing equal educational opportunity to national origin/language minority students. The Oklahoma State Department of Education received its first year of funding for national origin activities in 1983-84.

The National Origin Project provides technical assistance and training to districts with language minority students to insure that students whose dominant or primary language is not English are not limited in their participation in educational programs by a lack of proficiency in English. Assistance and/or training is available to any requesting school district with limited English proficient students.

The following is a list of project services available: language assessment; implementation of district plans relating to language minority students; identification of appropriate instructional materials for limited English proficient students and staff training; coordination of services to districts through assistance centers and other agencies; and acquisition and distribution (on loan basis to any requesting district) of supplementary instructional and resource materials.

During 1983-84 this project provided services to 127 local education agencies and conducted 29 inservice programs. These activities involved a total of 1,143 participants, including teachers, counselors and administrators. This involvement affected approximately 6,000 students in Oklahoma. The significant number of requests for services during 1983-84 justify the need for this type of assistance. This project will provide technical assistance and training activities for 1984-85 which will continue to meet the needs of local education agencies in the state of Oklahoma.

Educational Equity Section

The purpose of the Sex Desegregation Project, Title IV, Civil Rights Act of 1964, is to provide technical assistance to requesting local education agencies in procedural compliance with Title IX of the Education Amendments of 1974 (P.L. 92-318), and to facilitate sex-fair educational practices in the state through inservice training for educators. Project services are available to any requesting local education agency.

The following is a list of project services available: technical assistance with Title IX compliance; inservice training workshops for teachers, library media specialists, counselors and administrators in the areas of compliance and equity infusion into existing curriculum; and presentations at various civic organizations. These services are closely coordinated with the Oklahoma Vocational-Technical Education Division and the Technical Assistance Center of the Southwest, and the Title IV-CRA Race and National Origin Desegregation Projects at the Department.

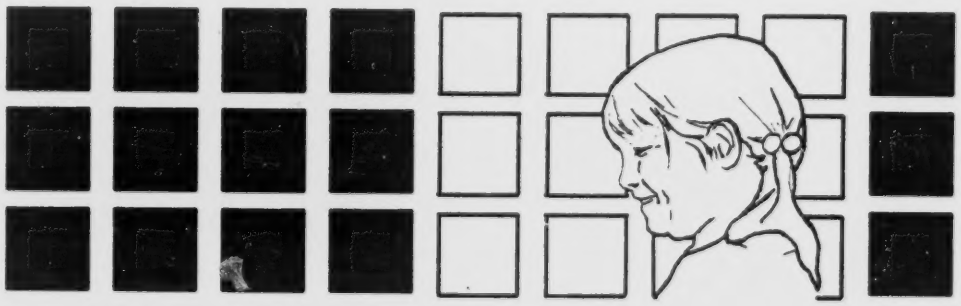
During FY 1984 this project provided intensive training in the above-cited areas to 161 school districts and involved 494 classroom teachers, counselors, school superintendents, principals and other school administrative staff. The impact of the training should reach approximately 37,000 students. This project will continue to offer similar services to local education agencies during 1984-85.

Race Desegregation Project

The purpose of the Race Desegregation Project, Title IV, Civil Rights Act of 1964, is to assist local educational agencies in coping with special education problems occasioned by desegregation.

The project provides technical assistance and training programs to any requesting local education agency in the state. Technical assistance is provided by correspondence, telephone and direct visits to local education agencies. Training programs are designed to meet the requesting local education agency's identified needs. Regional and statewide workshops are also conducted which address current civil rights compliance issues and/or specific skills proven to be effective in implementing desegregation plans. The following is a list of workshops conducted during 1983-84: compliance and legal requirements for school districts; resource management addressing school climate/community and parental support/educational excellence and school achievement; multicultural aspects of education equity; student management and achievement skills.

During 1983-84 this project provided services to approximately 100 local education agencies, representing more than 500 educators. Target audiences included superintendents, elementary and secondary principals, teachers, directors of elementary and secondary education, school board members, librarians, methods teachers from universities and colleges, support personnel, and community persons. This project will continue to offer similar services to local education agencies during 1984-85.



School Plant Services

The School Plant Services Section administers a number of federal and state programs. Some are federally funded, but most are funded by the state and are facility-related except for the elementary energy education program. Impact aid authorized under P.L. 81-874, school construction under P.L. 81-815, major disaster programs under both of the above laws, an elementary energy education program, energy grants to schools and building accessibility to the handicapped under Section 504 of P.L. 93-112 make up the federal programs.

Plan review, school inventory, five-year capital improvement planning, mobile classrooms, and technical assistance to schools in any area pertaining to maintenance and operations of building or grounds is offered under state programs.

Under the impact aid program, the section conducted two statewide workshops; provided assistance to 368 school districts in filling out and filing their application; monitored payments; and generally acted as liaison between the schools and the U.S. Department of Education for all programs under P.L. 81-874 and P.L. 81-815.

There were several major disasters this year. Major flooding in nine counties affecting 15 school districts and dozens of buildings; tornado damage in five counties of which four were declared major disaster areas. In each of these cases, School Plant Services assisted in assessing the damage and filing applications for assistance with the U.S Department of Education. Additionally, technical assistance was given to five schools that suffered fire damage during the year.

The elementary energy education program offering a 50-minute assembly program for kindergarten through sixth grades, and a teachers' workshop to dispense and explain the follow-up activities and materials was conducted in 135 schools this year. The program was presented to some 30,000 students and some 2,000 teachers.

School Plant Services Section conducted energy audits in 290 school districts, processed 18 applications for energy grants and performed compliance audits on seven grants from prior years.

The section reviewed plans and specifications for 157 new building and/or major renovation projects, and furnished on-site technical assistance dealing with architectural or engineering problems to 97 schools.

The section during the previous two years conducted a complete facilities inventory of all school buildings in the state. Computerization of this data was completed this year.

School Plant Services Section with the aid of private consultants developed the format for and assisted all school districts in the state in developing a five-year capital improvement plan. Regional workshops were held throughout the state, as well as on site visits to assist in actual development of plans. These plans were organized and entered in the Department's computer to form a data base from which a statewide five year capital improvement master plan is being developed.

Eight mobile classroom units are maintained by School Plant Services for use by schools following a disaster, such as fire, where several classrooms are destroyed. These units have been in use almost full time since they were acquired.

Twenty-seven regional maintenance and operations workshops were conducted. These workshops deal with proper cleaning techniques, minor maintenance, safety, landscaping, and other problems dealing with building and grounds. Additional on site technical assistance in these areas was given to 31 schools.

The above activities give a good overview of the School Plant Services Section's role and function. The goal of the section remains to provide assistance and services in the area of physical plant management that will help local education agencies enhance educational opportunities.